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ABSTRACT

This final report of the Career Development Project focuses on implementation of a career model to enhance the transition of college students with disabilities from college to professional employment through training of both students and professionals and development of informational and technical materials regarding career development and job search skills. Students with disabilities were provided career enhancing services through a choice of two methods: (1) enrollment in a three-credit course in career planning for students with disabilities, or (2) individual career counseling sessions with project staff. College faculty, school personnel, career placement personnel, and vocational rehabilitation counselors were provided training on assisting these students. Among materials developed by the project was an employment guide for students or service providers, which has been disseminated to over 45 states. A model project was implemented at Mississippi State University. Much of the report consists of appendices which include examples of student and faculty newsletters, data on student gains from the career planning course, three project-related articles in national journals, questionnaires on student self-perceptions, examples of letters of commendation for the guide, a listing of project-related presentations, and the project timeline. (DB)

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Final Report

Career Development Project

Postsecondary Education Programs For Individuals With Disabilities 84.987C

Department of Counselor Education and
Educational Psychology

Mississippi State University

Anne R. Thompson, Ph.D., C.R.C.
Project Director

December 1994

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Final Report

Project Identification

Career Development Project, #H078C10041-92

Postsecondary Education Programs For Individuals With Disabilities 84.987C

U. S. Department of Education
Office of Special Education and Rehabilitative Services
Offfice of Special Education Programs
Washington, D. C. 20202

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Career Development Project

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Executive Brief

The overall goal of the Career Development Project was to enhance the transition of college students with disabilities from college to professional employment through the implementation of a career model. The model had three main objectives to accomplish this goal. The first objective was to promote career knowledge, career maturity, career decision making skills, and job search skills of college students with disabilities. The second objective was to increase the knowledge of college faculty, school personnel, career placement personnel, and vocational rehabilitation counselors about the career development and job search skills needs of college students with disabilities. The third objective was to develop informational and technical materials regarding career development for college students with disabilities to be disseminated throughout Mississippi and nationally.

Students with disabilities were identified and surveyed for career needs. Students were provided career enhancing services through a choice of two methods: (a) enrollment in a 3-hour credit bearing course in career planning for students with disabilities, or (b) individual career counseling sessions with project staff. Materials were developed in the form of handbooks and a guide to employment to assist students with disabilities in building career enhancing skills.

College faculty, school personnel, career placement personnel, and vocational rehabilitation counselors were trained to assist students with disabilities in achieving academic success and transition to employment. Faculty received newsletters targeting information on the impact of the Americans With Disabilities Act on postsecondary education and recent court cases. Related services personnel received training through conferences, workshops and printed materials that were products of the project.

Informational and technical materials regarding career development for college students with disabilities were developed and disseminated throughout Mississippi and nationally. The *Employment Guide For College Students With Disabilities* was disseminated by request to over 45 states in the nation and in Canada. Presentations to disseminate information were conducted at nine national conferences and 15 state presentations.

A model project was developed which met the researched needs of college students with disabilities in their career decision and job search skills. The nationally recognized *Employment Guide* , written in language to be used either by the student or the service provider, was based on the research needs of students with disabilities. The model was established at Mississippi State University for career services instructors who teach the course "Career Planning" to incorporate information critical for students with disabilities. The products of the grant will continue to be disseminated through listings in ERIC.

In summary, this project has succeeded in providing career services to students with disabilities and in training related service providers. It has increased the number of students securing employment and the training of related service providers. However, efforts to increase the number of students with disabilities who successfully complete their postsecondary education and secure professional employment need to be continued and expanded to include assistive technology training. This is especially true for students with learning disabilities who are more difficult to identify and serve before they experience academic failure and drop out.

Career Development Project

I. Project Summary

The overall goal of the Career Development Project was to enhance the transition of college students with disabilities from college to professional employment through the implementation of a career model. The model had three main objectives to accomplish this goal.

•Objective 1 was to promote career knowledge, career maturity, career decision making skills, and job search skills of college students with disabilities.

•Objective 2 was to increase the knowledge of college faculty, school personnel, career placement personnel, and vocational rehabilitation counselors about the career development and job search skills needs of college students with disabilities.

•Objective 3 was to develop informational and technical materials regarding career development for college students with disabilities to be disseminated throughout Mississippi and nationally.

No modifications of the goal and objectives were made during the project's implementation. However, due to a changeover in the project director in the first and second year of the project, changes in the timeline were necessary.

Objective 1 was accomplished through the implementation of a variety of activities and strategies that were based on the researched needs of college students with disabilities. Both quantitative and qualitative research was used throughout the project to gather the information needed to plan and deliver appropriate career services for students with disabilities.

Initially students with disabilities completed a preassessment of their job search skills and an intake interview to determine their specific needs in the job search. Individual career counseling sessions were conducted with students to meet their career development needs and practice their job search skills. With the help of project staff, students prepared resumes, cover letters and learned how to complete

job application forms. These sessions focused on meeting the researched needs of students for career planning and job acquisition skill training. In the second year of the project a special section of an existing course in career planning was developed to better meet the needs of students with disabilities. This course was approved for 3-hours credit and included a separate laboratory experience for each student to meet individually with a career counselor. A major focus of the course was to inform students of their rights under the Americans With Disabilities Act (ADA) and to provide instruction in how to use this act to their advantage in the job search process. The midterm exam tested students' knowledge of the ADA in a 40 question short answer format. The course was taught in the second and third years of the project. Project staff and interns in the rehabilitation counseling masters degree program conducted the individualized career counseling sessions with students. The competencies of the students were measured using a pre and post assessment of ability to succeed in the job search. Students demonstrated the greatest mean score gain in knowledge of the ADA, however mean score gains were noted in every item on the survey. See Appendix A, page 28 for Student Competencies Gained From Career Planning Course. Students who did not choose to enroll in the course continued to receive individualized career counseling from the project staff.

Workshops to improve job search skills and career competencies were held for students in mainstreamed campus settings. Attendance was high at these workshops as students had the opportunity to not only acquire new information but to interact with nondisabled students. Recruiters from major companies were solicited to conduct some of the workshops. Successfully employed individuals with disabilities led other workshops and served as role models. The students gave high ratings to these events which included a social hour with refreshments.

A mentoring program was established to pair students with a person employed in a career similar to the students' interests. The mentoring program permitted students to learn more about what a person does in a given occupation. The mentors

provided the students with encouragement to enter the profession, tips on how to succeed in the job search, and other persons to network with for increased employment opportunities. Students prepared resumes and practiced interview skills before applying for student work in campus departments.

A newsletter to students with disabilities was mailed quarterly and contained information on the following subjects: questions and answers about the ADA, publicity on upcoming workshops and socials, features on student accomplishments and information on academic accommodations. The newsletters were effective in keeping the students in touch with project activities and staff. See Appendix B, page 29 for example of student newsletters.

Objective 2 was accomplished by an initial mailing of the brochure announcing the establishment of the project, the purposes of the project, staff and phone numbers for additional information. Faculty, administrators and staff were mailed a newsletter each year containing information on the impact of Section 504 and ADA on postsecondary education. The newsletter also summarized recent court cases that further defined the law as it applies to colleges and universities. The newsletters were sent to all colleges and universities across the state for further dissemination. See Appendix C, page 30 for example of faculty newsletter.

Statewide vocational rehabilitation staff, school counselors, and career services staff were invited to a workshop held on campus to inform participants about the ADA. Two presentations were made to the annual Mississippi Co-op and Placement Association (MCPA), an organization composed of business and career services personnel. Two presentations were made to the annual Mississippi Counselors Association (MCA), an organization largely comprised of school counselors. Presentations were made to civic clubs throughout the state during the three years of the project. These presentations were made by a project staff member who has a disability and senior students with disabilities. Workshops to train postsecondary personnel about accommodations for students were conducted at Delta

State University and Hinds Community College. The project provided and staffed an exhibit each year at the annual meeting of the Rehabilitation Association of Mississippi (RAM). Finally a presentation was made to the annual meeting of Mississippi Association of Educational Opportunity Program Personnel (MAEOPP). The membership of this association includes personnel from all the state postsecondary disability services departments.

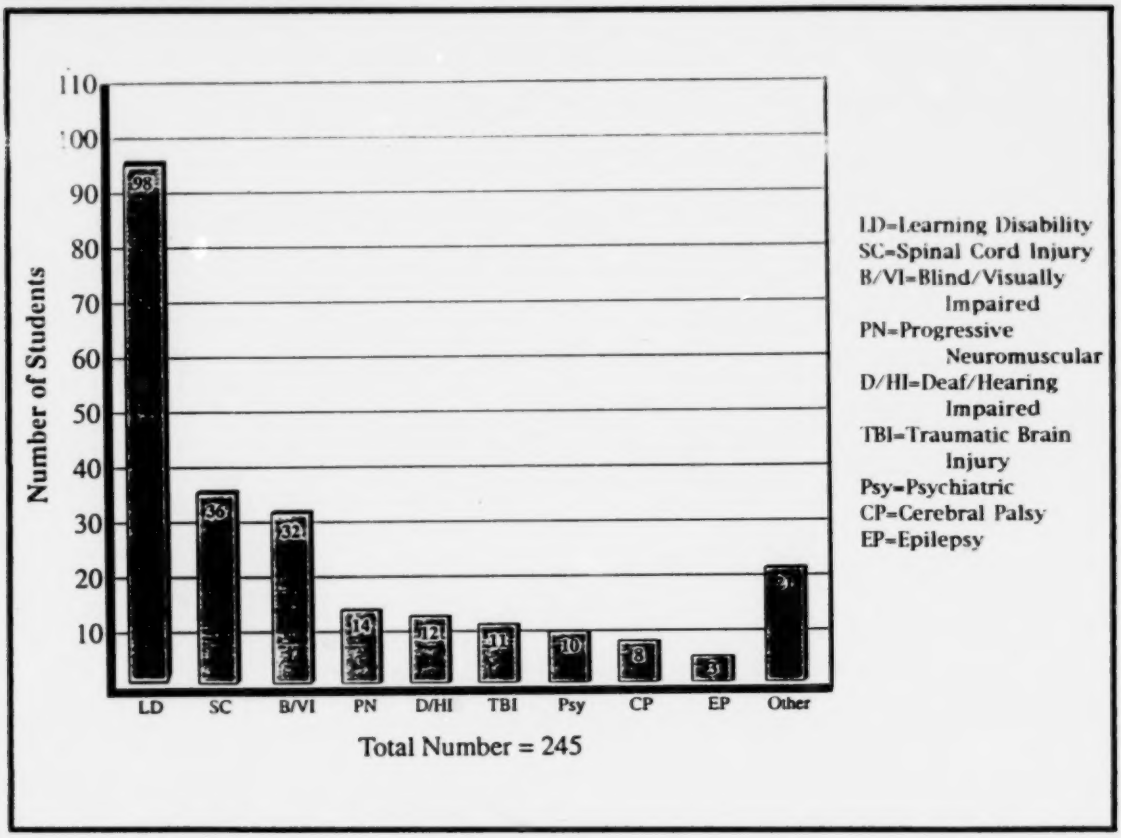
Objective 3 was accomplished by state and national presentations, articles in refereed journals and dissemination of the products of the grant. National presentations were made to the National Rehabilitation Association Annual Training Conference in San Diego, CA; the National Rehabilitation Counseling Association at Louisville, KY; the Association For The Education and Rehabilitation of the Blind and Visually Impaired International Meeting, Los Angeles, CA; the National Rehabilitation Counseling Association 9th Annual Professional Symposium, Birmingham, AL; the American Counseling Association, Minneapolis, MN, and in Baltimore, MD; the Association on Higher Education and Disability (AHEAD), Columbus, OH. In addition, the project director was the invited keynote speaker for two career services and disability services personnel training conferences in New York. The first was held in New York City and the upstate conference was held in Syracuse, NY.

Articles in refereed journals were published in the *Journal of Applied Rehabilitation Counseling*, the *Rehabilitation Counseling Bulletin* and one article is in press in *RE:view*. See Appendix D, page 31 for refereed articles. Two articles were published in *Careers and the disAbled*. Over 15 articles were published in local and state newspapers.

One of the outstanding achievements of this project was the development and dissemination of the *Employment Guide For College Students With Disabilities*. This guide was based on research of 16 universities, located in 8 states in which 245 students with disabilities completed a self-perceptions survey of their job search

skills. See Appendix E, page 32 for the self-perceptions instrument which had a Cronbach's coefficient alpha of 0.92 for internal consistency in this study. The items were stated in behavioral terms and used a 5-point Likert type scale. The types of disabilities of the 245 participating students are presented in Table 1.

Table 1 Type of Disability



The results of the study indicated that students gave their lowest ratings to "ability to describe how the ADA protects persons with disabilities who are seeking employment" and "tax benefits for an employer for hiring a person with a disability". This result was surprising in that the ADA came about from a consumer movement and all researchers report the importance of knowledge of the ADA in a successful transition to employment. The Guide placed importance upon not only understanding the ADA but in knowing ways to use this act to succeed in entering

professional employment. Table 2 presents the results of the responses to knowledge of the ADA in a 5-point Likert type scale.

Table 2 Ability To Use The Americans With Disabilities Act

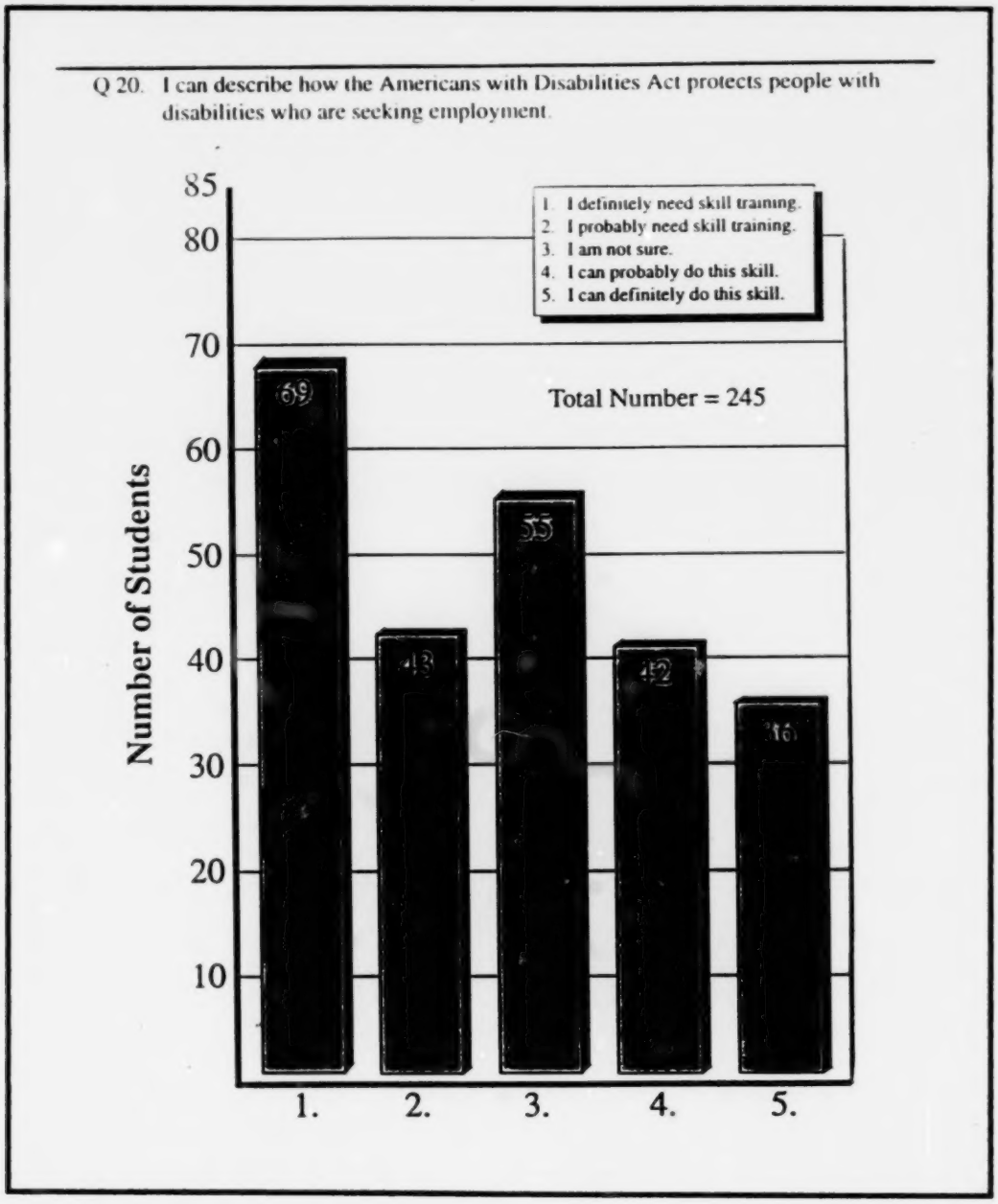
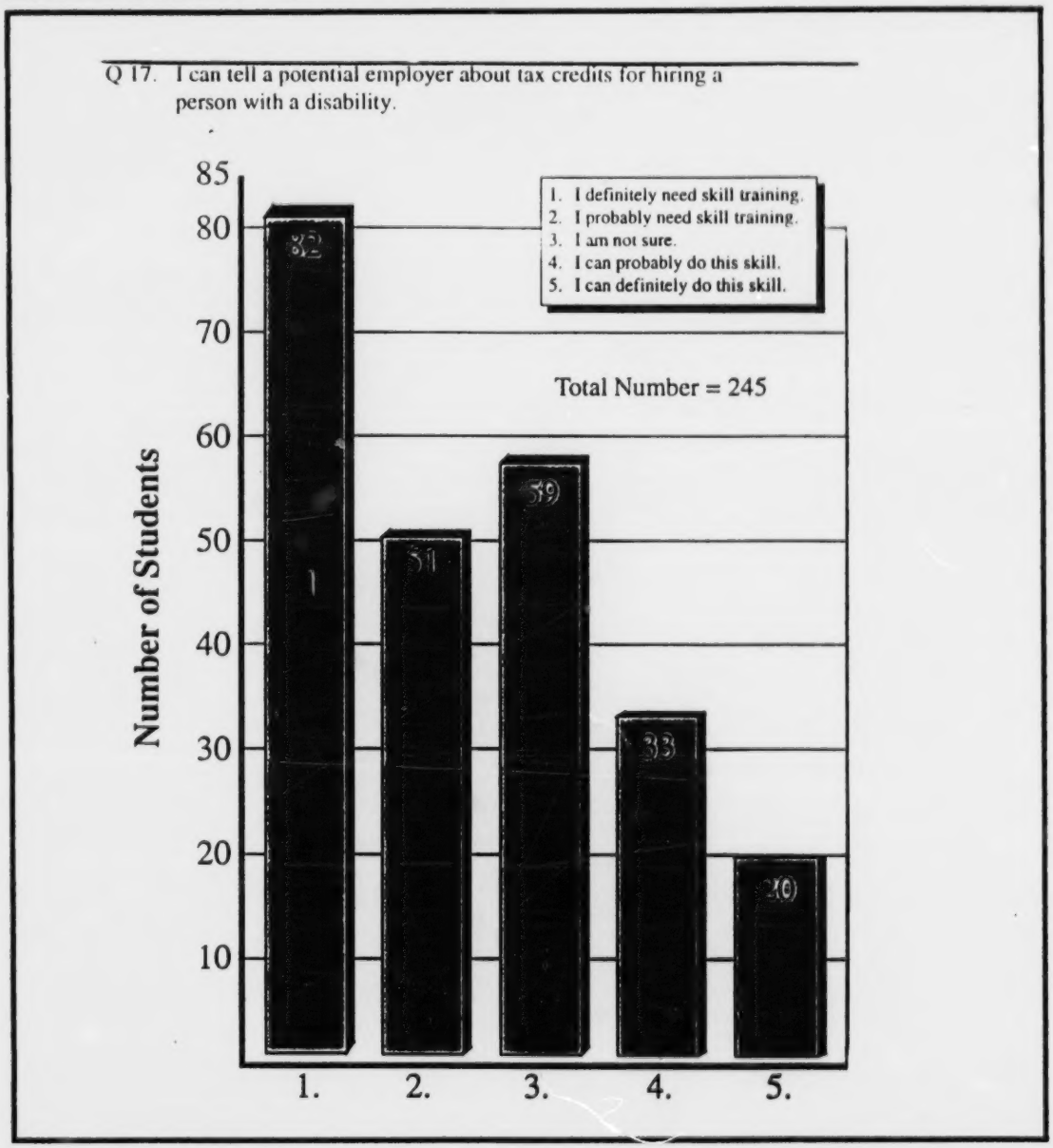


Table 3 presents the students perceptions of their ability to describe the tax deductions available to employers who hire persons with disabilities.

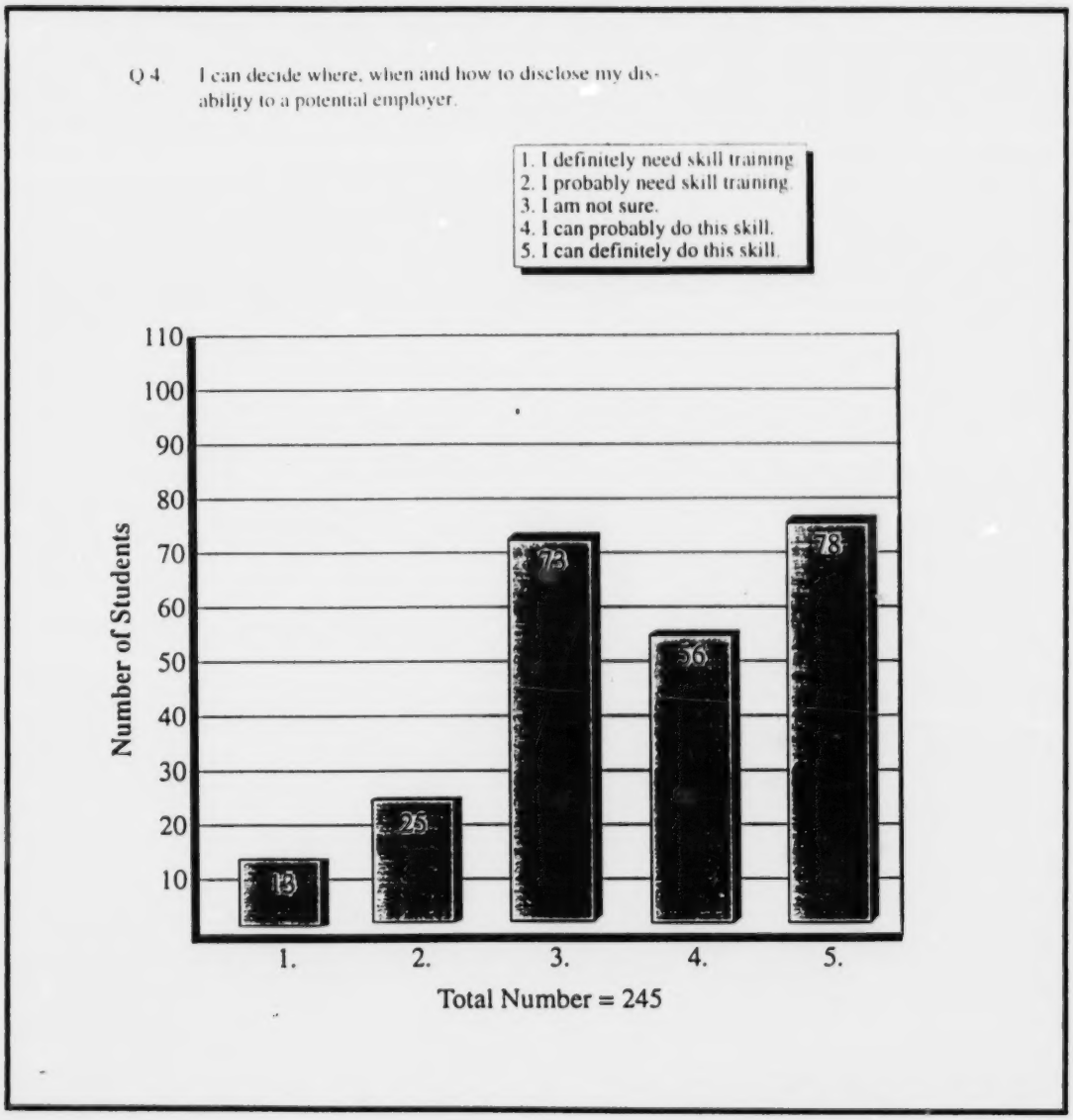
Table 3 Ability To Discuss Tax Credits



Nearly half of the students indicated that they were uncertain about where, when and how to disclose a disability to a potential employer. Researchers have

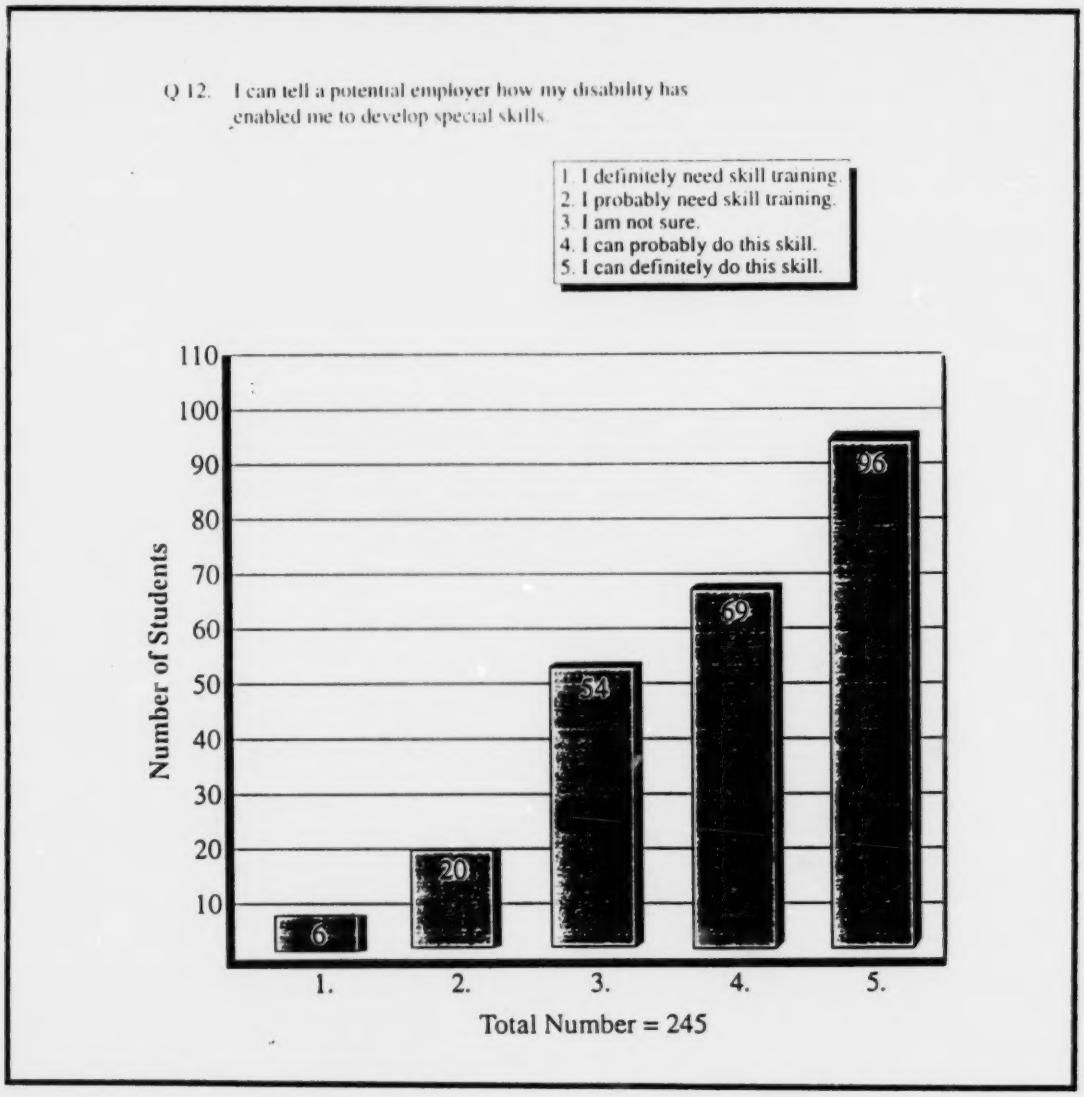
indicated the importance in developing skills in disclosure to a potential employer. Job seekers with disabilities need expertise to choose the best time, place and method for disclosing, that will promote the employers decision to hire. The guide provided information to assist students to make decisions about disclosure issues that would facilitate their employment opportunities. Table 4, Disclosure, presents the results of this question.

Table 4 Disclosure of Disability To A Potential Employer



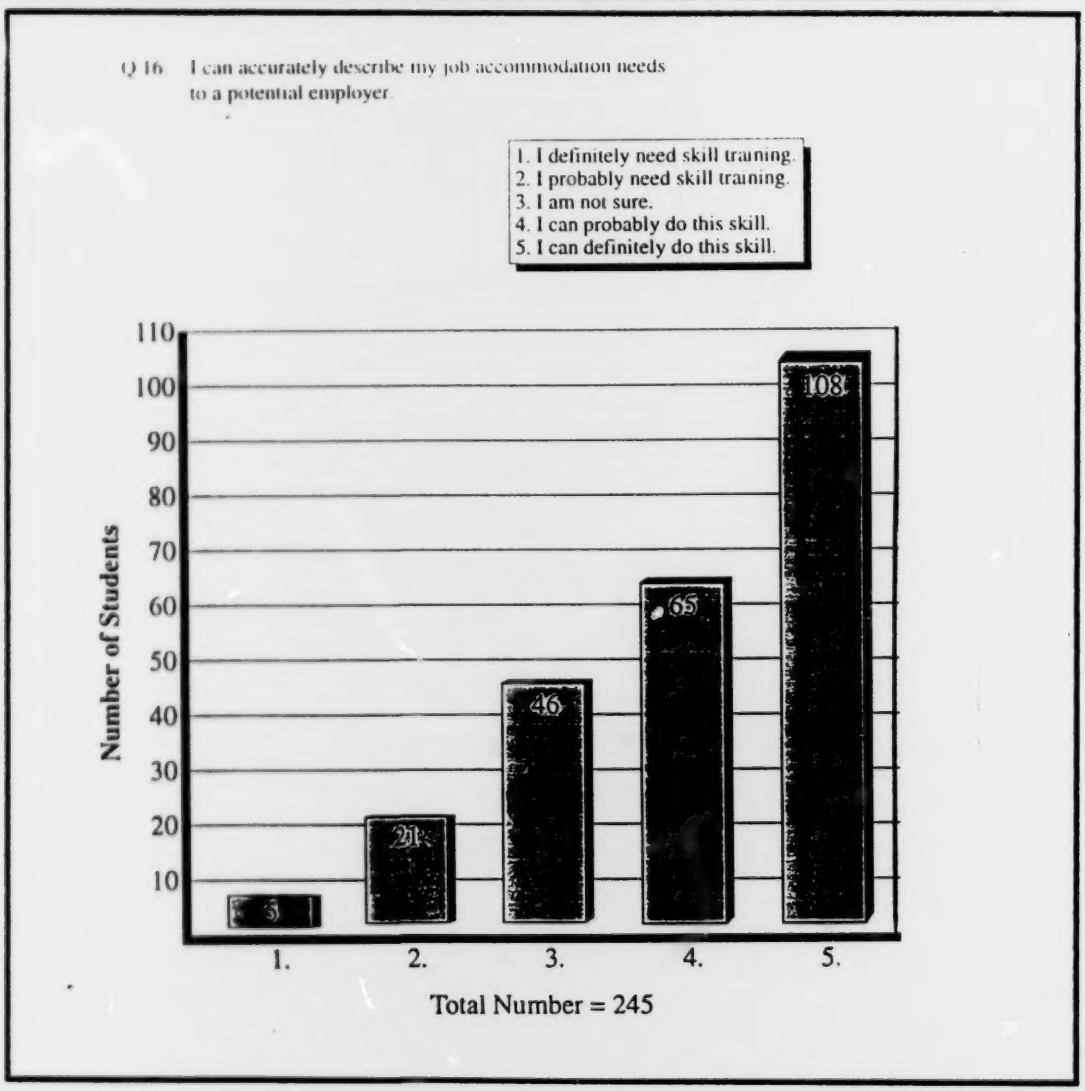
Researchers report the importance in the job interview of the ability to discuss special skills that the applicant has gained from living with a disability. This skill is critical to casting disability in a positive light. A larger number of students who participated in the research indicated they believed they could perform this skill. However, this skill is so critical to persons with disabilities that it received a special focus in the Guide. The results of this question are depicted in Table 5.

Table 5 Skills Developed From Living With a Disability



A surprisingly large number of students gave a high endorsement to the ability to accurately describe their job accommodation needs to a potential employer. Nevertheless, the ability to say to an employer what it takes to do the job, where such accommodation may be purchased, what it will cost and who will pay was given special emphasis in the Guide. Table 6 depicts the students responses to this item.

Table 6 Describe Job Accommodation Needs To A Potential Employer

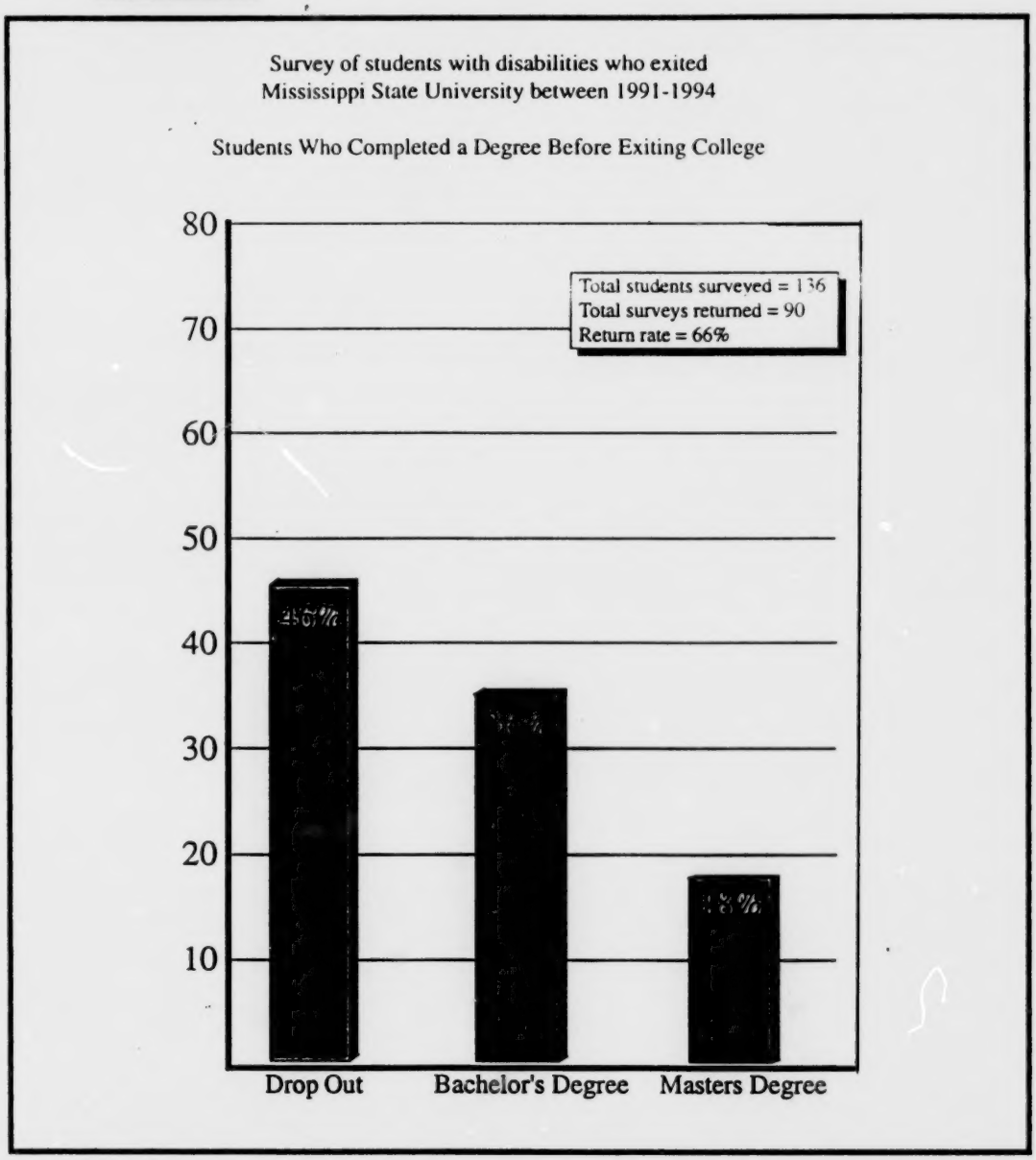


The mean scores and standard deviations for all 20 items may be found in Appendix F, page 33. These items were researched as skills that are important in the job search and information for developing these skills was included in the Guide. The Guide was prepared in "user friendly language" for students with disabilities and related services personnel. The Guide was publicized in the ALERT (AHEAD publication) newsletter and resulted in requests from over 45 states in the nation and Canada. Over 1200 copies were sent to vocational rehabilitation offices, career services offices, disability services offices and individuals with disabilities. Numerous letters of thanks and commendation were received from across the nation. See Appendix G, page 34 for examples of letters . A copy of the Guide is included in the project portfolio that accompanies the Final Report.

Follow-up Survey of Students Who Exited Between 1991-1994

In the final months of the project an extensive follow-up study was made to determine the employment outcomes of students with disabilities who exited Mississippi State University between 1991-94. Surveys were mailed to 136 former students of MSU and 35 surveys were returned by mail. The project staff made extensive phone calls to locate the other respondents and secure additional surveys. This effort resulted in the following information: 55 additional surveys were obtained, 4 former students were deceased, and 42 former students could not be located. The final results secured a 66% return rate with 90 surveys completed. The results of this survey indicated that of the students with disabilities who left MSU between 1991-94, 18% completed a masters degree, 36% completed a bachelors degree and 46% dropped out of school before graduation. Table 7 depicts the information in a bar graph.

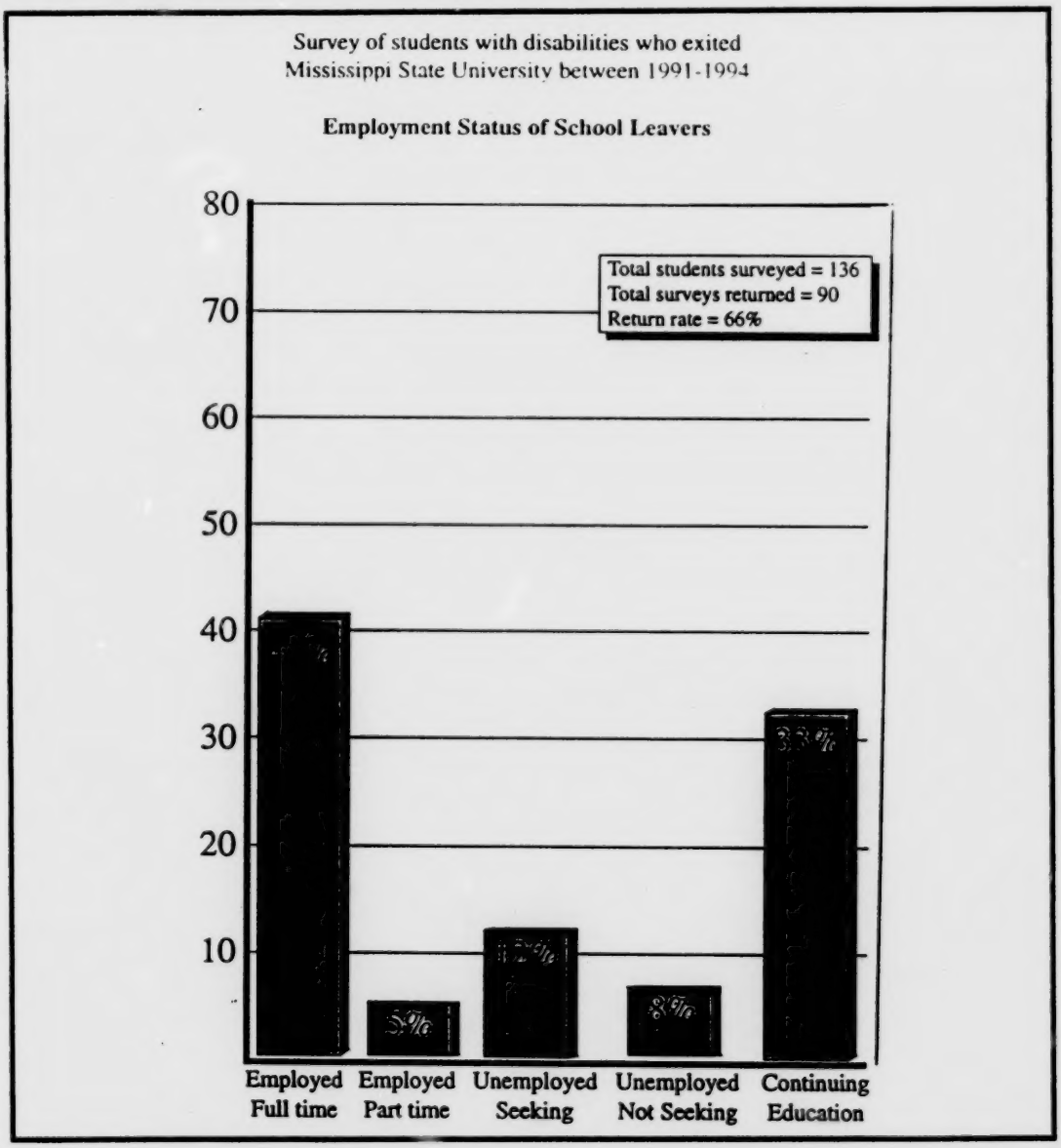
Table 7 Follow-up Survey of Degrees Completed By Students With Disabilities



The results of the employment status of former students indicated that 41% were employed full time, 5% were employed part time, 12% were unemployed but seeking a job, 8% were unemployed and not seeking a job and 33% were continuing

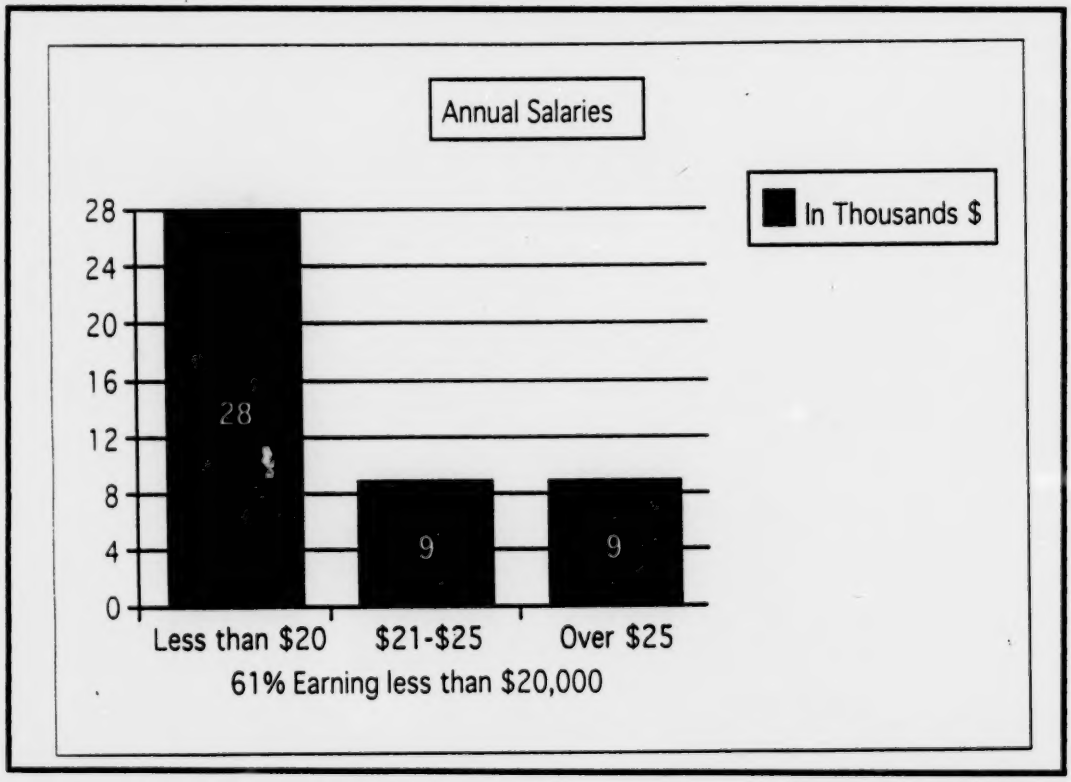
their education. Approximately one third of the school leavers were back in school and many of this number had returned to MSU. The largest number of students who left school before graduating indicated that health problems, poor grades, and lack of finances influenced their temporary exit from college. Table 8 depicts the status of school leavers in a bar graph.

Table 8 Employment Status of School Leavers



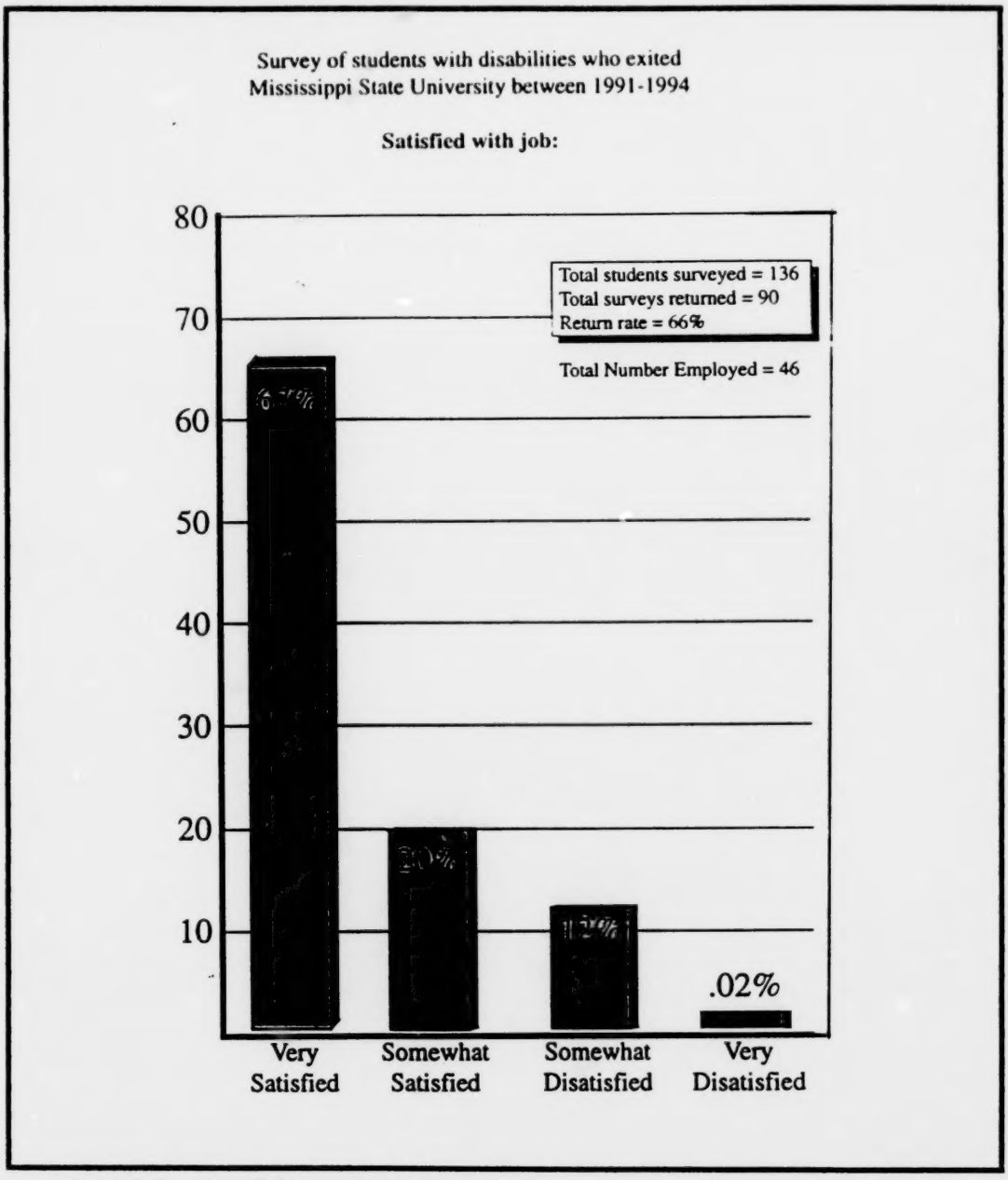
Of the 46 students who reported they were employed, 28 indicated they were earning annual salaries of $20,000 or less, 9 were earning between $21,000 and $25,000, and 9 were earning over $25,000. Approximately 61% of the employed former students were earning salaries of $20,00 or less. This rate is low considering the fact that the cost of living is frequently higher for individuals with disabilities. This information is important in planning future services that might include additional training in areas such as assistive technology to improve the income level of employed college graduates. This information is depicted in Table 9.

Table 9 Salaries of Employed Former Students



In spite of the low salaries, the employed former students indicated high levels of satisfaction with their jobs and only a small percentage indicated that they were dissatisfied. Table 10 Satisfaction With Job, provides a bar graph of the responses to job satisfaction.

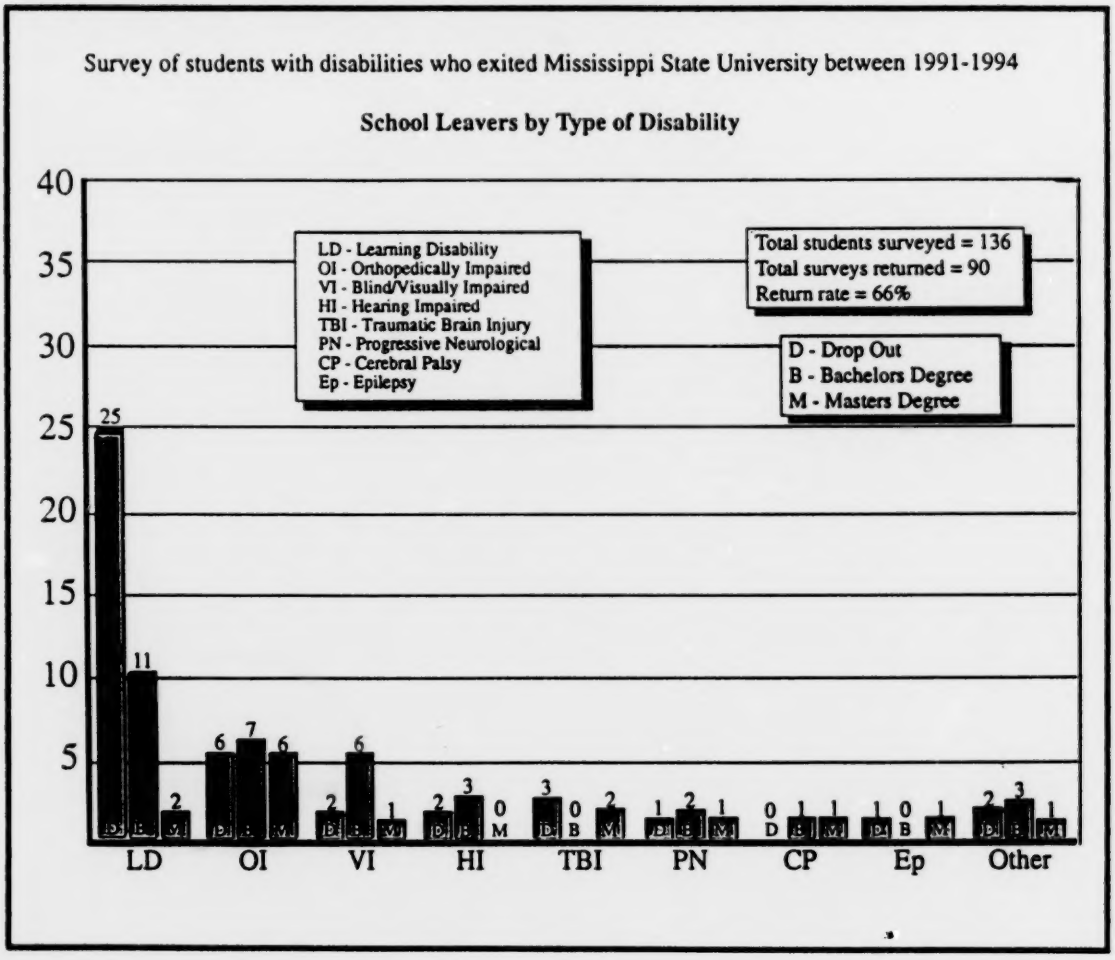
Table 10 Satisfaction With Job



Certainly one of the most important results of this follow-up study was the report of years completed in college by the type of disability. In almost all types of disabilities, the number of students who completed a degree was higher than the

number of students who left school without graduating. The exception was students with learning disabilities who dropped out of school at twice the rate of those who graduated. Students with learning disabilities were harder to find as many are not self-identified and tend to drop out of school before accommodations can be provided. Certainly students with learning disabilities deserve more research and specific services to increase their retention in college and transition to employment. Table 11 depicts the students who exited MSU by their type of disability and their degree completed.

Table 11 Type of Disability By Years Completed In College



Qualitative Research On College Students With Disabilities

Additional qualitative research, conducted through the use of individual intake interviews with students produced important information needed in future planning to deliver services to college students with disabilities. A total of 35 students with disabilities participated in hour-long interviews using a standard intake interview form. See Appendix H, page 35 for copy of the intake interview form.

When the qualitative data was analyzed for trends, several important gaps in service delivery were identified. A summary of the information obtained from the interviews indicated that students who are blind/visually impaired are better supported in their academic assistive technology needs than students with all other types of disabilities. These students as a group were more aware of existing technology and had better access to the technology they needed. However, a large number of these students indicated that they believed they would benefit from additional assistive technology training.

Students with acquired disabilities were less sure of their career options. They had little information about assistive technology that would facilitate their academic success and transfer to the workplace. This was especially true of students with spinal cord injury. These students indicated that their mobility and daily living needs had been met but they had no information about the variety of employment options that were open to them through assistive technology.

Students with learning disabilities as a group were unaware of any assistive technology that would assist them to improve their academic performance. This information may contribute to the large number of students with learning disabilities who left school before completing a degree. These students were unaware of the types of computer software that would improve their academic grades and transfer to the workplace.

Important implications of this qualitative research are:

◊Students who are blind/visually impaired need additional training in the use of assistive technology to improve their academic success and transition to employment.

◊Students with all other types of disabilities need assistive technology support services that students with blindness/visual impairments seem to have.

◊ Students with acquired disabilities need specialized assistive technology services to increase their awareness of employment options that are available to them.

◊A system needs to be developed to better locate and accommodate students with learning disabilities to improve their rates of retention in college. Students with learning disabilities need training in the computer software that would enhance their written communication skills.

A summary of the specific benefits of the Career Development Project include the following:

•Approximately 150 students with disabilities received career development and transition skill training both through individual counseling and participation in a 3-hour credit bearing course including individualized labs.

•Over 100 students with disabilities were effectively mainstreamed with nondisabled students in participation in monthly workshops including a social/refreshment time.

•Approximately 300 state and national related services personnel in career services, vocational rehabilitation, school counselors, and disability services

received training and technical materials through workshops, presentations and newsletters.

•Career services instructors who teach Career Planning were provided a special notebook of information critical for students with disabilities who enroll in future sections of this class. These career services instructors are better equipped to teach students with disabilities.

•Approximately 200 persons in the business community in the state were provided information about the benefits of employing persons with disabilities. This information was presented at regular monthly civic club meetings. Students with disabilities perfected their presentation skills as leaders in providing programs for these civic clubs.

•Over 1200 persons across the nation, who are consumers or related services personnel (vocational rehabilitation counselors, career services staff, disability services staff) received training through the researched information contained in the *Employment Guide For College Students With Disabilities.* ERIC users will continue to access this information as the Guide is listed as ED 1366 116.

•A self-perceptions of job search skills instrument was researched and developed to measure the job acquisition needs of college students with disabilities. This instrument has been requested and used by other states across the nation. At this time the state of New York is investigating using this instrument in a statewide survey of postsecondary students with disabilities.

•The subscribers to national professional journals: *Rehabilitation Counseling Bulletin, Journal of Applied Rehabilitation Counseling,* and *Careers and the disAbled* received information through published articles. An additional article in *RE:view* is now in press.

•Activities and strategies implemented to reach the goals and objectives of the Career Development Project were based on the researched needs of college students with disabilities.

•Specific problems and gaps in service delivery for college students with disabilities were identified through quantitative and qualitative research. These identified needs provide direction for needed continued services for college students with disabilities to assure their academic success and transition to employment.

II. Population Served

The students served by the Career Development Project had the following types of disabilities: blind/visually impaired, deaf/hearing impaired, orthopedically impaired, learning disability, progressive neurological, traumatic brain injury, cerebral palsy, epilepsy, sickle cell anemia, diabetes, speech impairments, and psychiatric disability. The students were enrolled at Mississippi State University in both the undergraduate and graduate programs. The ages of students ranged from 18 years-old to over 45 years-old. The largest group of students were between 18 and 25 years-of-age. Approximately 60% of the students with disabilities served by the project were males and 40% were females. The majority of the students were Caucasian with African Americans, Hispanic and American Indian represented in that order. The students served were all self-identified and documented with the Support Services program at MSU. The students were contacted by telephone, postcards, student newsletters, and personal letters and visits to inform them of the services available through the project.

III. Sponsorship and Collaboration

The Career Development Project was sponsored by the Counselor Education and Educational Psychology Department in the School of Education at Mississippi State University. The department provided office space, secretarial assistance, and faculty members served as no cost consultants in achieving the goal and objectives of the project. Interns in the masters rehabilitation counseling program assisted with the activities of the project. The funding source for the project was the Office of Special Education and Rehabilitative Services in Washington, DC.

Collaborative agreements were established at the state and local level to assist

with the implementation of activities of the project. Agreements were established with MSU Support Services, Career Services and Cooperative Education. Agreements were also established with district and state vocational rehabilitation services.

The advisory committee for the project was composed of representatives from the cooperating agencies, representatives from students with disabilities and project staff. The advisory committee met quarterly to review project activities and make recommendations.

Agreements were also established with IBM and Chevron, USA to provide recruiters for conducting workshops for students. These companies were very helpful in providing students with information about what recruiters look for when interviewing on campus. The workshops were sponsored by the project and held in mainstream settings with nondisabled students as well as students with disabilities participating.

IV. Contexts

Mississippi has one of the highest disability rates in the United States with approximately 12% of the population having a disability. Mississippi State University has the largest identified population of students with disabilities in the state. The university began making its campus accessible in the late 1970s and has been the leader in providing higher education to students with disabilities. The university is in a rural setting and the majority of students with disabilities live on campus.

This project was the third transition project on the MSU campus but the first to address transition issues of postsecondary students into employment. The previous projects, Project We Can and Project Hired focused on secondary school to postsecondary and school to work.

V. Project Activities

The Career Development Project grew out of an awareness that college students with disabilities were unprepared to make a successful transition into employment. Other efforts for brighter,higher functioning students with disabilities had focused

on their transition to postsecondary and the academic accommodations needed to complete a degree. However, many students were uncertain of appropriate majors that would utilize their skills and improve their opportunity for employment. Students lacked job search skills, knowledge of the ADA, information about benefits in relation to gainful employment, disability disclosure skills, labor market statistics, expertise in putting a potential employer at ease in the interview and tips for best interview appearance. The Career Development Project was developed to address the needs of these students and to train career services personnel and vocational rehabilitation counselors to assist these students in developing the skills needed for transition to employment.

The project director changed each year of the project and Dr. Anne R. Thompson who had been assistant project director and was a cowriter of the grant became director in the final year. The new assistant project director, Byron Brumfield, had a spinal cord injury and was in the graduate program in rehabilitation counseling. The project staff worked together closely as a team with the assistant project director and graduate assistant carrying out most of the work with students and the director working with training related service providers and teaching the course in career planning.

Mr. Brumfield, working with the graduate assistant Leslie Bethea, initiated programs and activities that provided training in mainstreamed settings for students with disabilities. Mr. Brumfield was very effective in addressing civic and business groups in the state on behalf of the employment of college graduates with disabilities. He was always accompanied by a student with a disability

The project made over 15 national and statewide presentations that greatly impacted the information available about serving students with disabilities. These presentations resulted in numerous requests from across the nation for additional information. Dr. Thompson was the invited keynote speaker for the City University of New York Training Conference in both New York City and the upstate conference

in Syracuse, New York. Appendix I, page 36 lists the presentations.

Some major strengths of the project included:

- •Hiring a recent college graduate with a disability on the staff who had the students' perception of their needs and understanding of how to involve students.
- •Initiating a quarterly student newsletter to keep students posted on upcoming activities, provide questions and answers about the ADA, and feature student accomplishments.
- •Conducting monthly events that provided information important to transition as well as a social time; and planning these events in mainstreamed settings with a large population of nondisabled students. Many of these events were held in the lobby of one of the largest residence halls on campus.
- •Planning, developing and implementing a credit bearing 3-hour course in career planning that included individualized counseling sessions with project staff or interns in the masters rehabilitation counseling program.
- •Working closely with the vocational rehabilitation counselor, Diana Boring who carried the major case load of students with disabilities.
- •Developing an excellent working relationship with the campus career services office to provide exchange of information and training.
- •Basing the major products of the grant on the researched needs of college students with disabilities.

VI. Project Evaluation Activities

The Career Development Project contained the goal, objectives and activities to be carried out under each objective in outline and timeline form with designated times for completion and the staff person responsible. See Appendix J, page 37 for Timeline. These 46 activities are in the project files under each number with a detailed description of how the activity was conducted, how it was evaluated and the staff person responsible. Space does not allow for this comprehensive report in the

final report but all activities are on file under Project Activities. The products of the project are in the accompanying portfolio. The final report and the monograph are combined into this one report which summarizes the project activities and the model-building accomplishments so that the project may be replicated in other postsecondary settings.

Evaluation of the project activities involved pre and post assessment of student gains from the course, exit interviews conducted with students who participated in individualized career counseling and a final follow-up survey of students who left the university during the life of the project. Student evaluations of the workshops were used in planning future workshops.

Workshops for related services providers were evaluated for comprehensiveness of material, quality of the presentation, and appropriateness of the planning for time and scheduling. Newsletters to faculty were evaluated by sampling the faculty by telephone and by letters of commendation received from faculty. State and national presentations were evaluated by the association sponsoring the event and copies are on file. The products of the project were evaluated by sampling and letters of commendation on file.

Due to the turn over of project director in the first two years of the grant, inadequate surveys (25) were returned of former and current students to provide a basis for comparison for the 90 surveys that were secured in the final follow-up studies. Nevertheless, the final follow-up survey provided information critical to planning for future directions for services for students with disabilities.

VII. Model Building Accomplishments

The career development model addressed the training of students with disabilities in successful career planning and transition to employment. Training included career inventories and assessments, career decision making skills, work values assessment, studies of labor market data, resume and cover letter writing, interview skills training, learning to discuss skills gained from living with a

disability, disclosure skills, knowledge of tax benefits and tax deductions, knowledge of the ADA, completing job application forms, assertiveness training, job retention training, and a measurement of adjustment to disability before entering the job search. Related service providers, including vocational rehabilitation counselors, career services counselors, and disability services staff were trained to provide these services once the grant funding expired. Graduate interns in the rehabilitation counseling masters degree were recruited to assist with the individualized counseling sessions with students.

Potential employers were made aware of the benefits of hiring qualified college graduates with disabilities. Employers gained new information through: (a) presentations at civic and business club meetings, (b) personal contact with large companies that recruit at Mississippi State University and (c) the mentoring program between students and a successfully employed individual.

A major strength of the project was hiring as assistant project director, Byron Brumfield, who was a recent college graduate with a disability. The assistant project director, through his rapport with the students, greatly increased the number of students participating in the project. In addition, his own experiences as a student provided vital information on best practices in service delivery. These practices had as a primary objective the mainstreaming of students with disabilities in all campus settings. Students with disabilities indicated that they preferred to receive services in the same settings that nondisabled students use.

When project funding expires the following aspects of the project will be continued: the course Career Planning will continue to be taught by trained instructors. The course will give special emphasis to information critical for students with disabilities in their career planning and job search. Student Support Services staff will continue to provide information and use the products of the grant to assist students with disabilities in their career planning and transition needs. Vocational rehabilitation counselors and career services personnel will be better

prepared to work with postsecondary students in their job placement. Employers in business and industry will continue to be aware of the benefits of hiring qualified college graduates with disabilities.

The model can be replicated in other postsecondary settings by using the products of the grant. The *Employment Guide* will be especially helpful due to its user friendly format making it possible for students as well as counselors to use to facilitate readiness for the job search. Because the research on which the Guide was based comprised 8 states and 16 universities it may have potential to be generalized to students who come in for services at campus disability services.

Universities that include a graduate degree in rehabilitation counseling or student development in higher education can use their interns to carry out career and transition training with students with disabilities. These interns are required to work 600 hours in a supervised setting. The interns can be supervised by department staff while providing career and transition counseling to students with disabilities. The interns would also gain expertise in meeting the needs of postsecondary students with disabilities and be prepared to serve as on-campus resources in their new employment settings. The use of interns also provides services to students at no cost to the institution or the disability support services office.

VIII. Conclusions and Recommendations

Several problems in transition impact the opportunities of college students with disabilities entering professional employment. In today's tight labor market graduates without disabilities experience high rates of underemployment, lower salaries and a longer period in the job search. Therefore, it is not surprising that graduates with disabilities face problems in successful transition. In addition, early reports on the effectiveness of the ADA indicate that there is no significant change in the number of persons with disabilities entering the work force. Follow-up studies of students with disabilities at Mississippi State University indicated that less

than half are employed, a large number are returning to school for more education and those who are working are earning low salaries.

Therefore, continued services are called for to ensure that students with disabilities are prepared to enter the kinds of employment that will lead to independence and achievement of long range career goals. Assistive technology training may hold the key to assisting students with disabilities to complete their education and be prepared to access a variety of employment options. This assistive technology training must make students aware of the variety of accommodations that are available. Training should assist students to make appropriate choices in the technology that can further their career in specific employment settings. It must provide support services for students to learn to use, maintain and upgrade assistive technology. In addition, this training must assist students to learn ways to pay for their assistive technology needs. Finally, the assistive technology training must be based on the researched needs of specific individuals and types of disabilities.

The Career Development Project has been effective in researching and meeting the career planning and job search skill training needs of college students with disabilities. Students and their related service providers know the protection that the ADA provides in the employment process and how to use this act to promote a successful transition to employment. Trained personnel in career services, disability support services, cooperative education and vocational rehabilitation are prepared to assist these students in achieving their employment goals. Quality products of the grant are available to continue to provide information critical for successful transition.

What is needed now is the assistive technology that can increase independence in pursuit of studies, enhance academic success, and promote employment options in a wide variety of careers. This technology expertise, added to sound career decision making skills and effective job search skills should lead to increased rates of employment, higher salaries and successful careers for graduates with disabilities.

Appendix A

Student Gains From Career Planning Course

Pre and post assessment of student gains in self-perceptions of job search skills. This assessment was conducted to evaluate the effectiveness of instruction in the course "Career Planning" taught in the 1994 Spring semester.

TABLE 1

Self-Perceptions of Job Search Skills.

	Pre-test		Post-test	
QUESTION: RESPONDENT CAN:	Mean	SD	Mean	SD
Q1 prepare a resume	3.27	1.33	4.40	0.51
Q2 prepare a cover letter	2.93	1.39	4.40	0.63
Q3 present strengths on telephone	3.33	1.11	4.13	0.83
Q4 decide how, when, where to disclose	2.93	0.91	4.62	0.51
Q5 dress to look professional	4.47	0.74	4.80	0.41
Q6 use eye contact in interview	4.33	0.89	4.73	0.45
Q7 maintain interview posture	4.33	0.81	4.53	0.51
Q8 use job description	3.40	1.12	4.60	0.51
Q9 use proper English grammar	4.07	1.10	4.47	0.63
Q10 organize and communicate thoughts	3.60	0.98	4.27	0.59
Q11 describe myself focusing on skills	3.73	1.03	4.33	0.72
Q12 tell skills developed from disability	3.21	1.05	4.08	0.64
Q13 answer open-ended questions	3.33	1.11	4.20	0.67
Q14 listen carefully and accurately	3.67	1.05	4.67	0.61
Q15 discuss medical insurance/benefits	3.67	1.29	4.47	0.74
Q16 describe accommodation needs	3.50	0.94	4.54	0.51
Q17 tell employer about tax credits	2.40	1.24	3.69	0.63
Q18 obtain housing/transportation	3.53	1.19	4.67	0.48
Q19 make travel arrangements	3.87	1.41	4.73	0.59
Q20 describe how ADA protects	2.67	1.11	4.73	0.45

Total Number of Students = 15

Appendix B

Example of Student Newsletters

ACTNOW

ASSESSING CAREER TRENDS - NOW
A MONTHLY NEWSLETTER FOR MSU STUDENTS WITH DISABILITIES
OCTOBER 1993
PUBLISHED BY THE CAREER DEVELOPMENT PROJECT

DO YOU ...

· feel comfortable with your major?

· know the Labor Market statistics about job openings and fields that are growing?

· really know how to uncover your marketable skills?

· need training and practice with your job search skills or interview skills?

· know how to prepare a resume and cover letter that will get you an interview?

· know how, when, and where to disclose your disability to a potential employer?

THEN ...

Sign up for the Career Planning Class (COE 1233 Section 2) that is being offered this Spring. This course will be taught for university credit for the first time.

IT'S FOR YOU ...

The National Resume Database for Students with Disabilities is designed to enable students to find meaningful employment and assist companies in recruiting qualified candidates. This project is supported by the Job Accommodation Network of America and corporate donations. The database is available to students with disabilities at no charge to be listed.

If you are seeking full-time, part-time, summer, or co-op employment fill out a standard form and return to Association for Higher Education And Disability (AHEAD) for listing. You can pick up a form at our office in Montgomery Hall room 13.

For more information and a database form, send a self-addressed stamp envelope to:

AHEAD
P.O. Box 21192
Columbus, OH 43221-0192

❑ Remember all students with disabilities are invited to come to Duggar Hall on Wednesday, October 6 for a pizza party with two recruiters! This will be a great time to talk with those people directly responsible for hiring college graduates and get tips on what to expect during the interview process. Bring your resume and ACT NOW on creating a good impression!❑

SPOTLIGHT ON YOU ...

Scott Clements

A sophomore majoring in Electrical Engineering with a 4.0 GPA, Scott is active as Alpha Lambda Delta Treasurer and Duggar Hall Council Vice President of Communications. A native of Little Rock, Arkansas, he came to MSU for three reasons: his father is an alumni of MSU, the willingness of accommodations by the school, and the reputation of the Engineering program.

Scott plans to obtain his Ph.D. and focus on research and teaching.

THE ADA AND YOU

The Americans with Disabilities Act was passed with you in mind! This section of *ACTNOW* will help you become aware of the principles and terms of the ADA. Each month a question will be presented for you to think about. The answer will be provided the following month. Good Luck!

Q Under what circumstances and in what ways may an employer inquire about your disability?

THE CAREER DEVELOPMENT PROJECT
DEPARTMENT OF COUNSELOR EDUCATION
AND EDUCATIONAL PSYCHOLOGY
DRAWER GE
MISSISSIPPI STATE, MS 39762

Do You Have What It Takes?

Come find out what employers think you need in order to be ready to work for them. Meet two recruiters and discuss this over pizza!

Wednesday
October 6
6:00 pm
Duggar Hall Lobby

Chevron USA
Walter Perez

Weyerhaeuser
Ken Powers

Sponsored by the Career Development Project and Duggar Hall Council

ACT NOW is a newsletter published monthly for MSU students with disabilities by the Career Development Project.

The CDP is a federally funded grant from the Office of Special Education and Rehabilitative Services. We provide direct service to students with disabilities on all aspects of the transition from college to professional employment.

Our offices are located in Montgomery Hall in room 13. Please feel free to contact any of us:

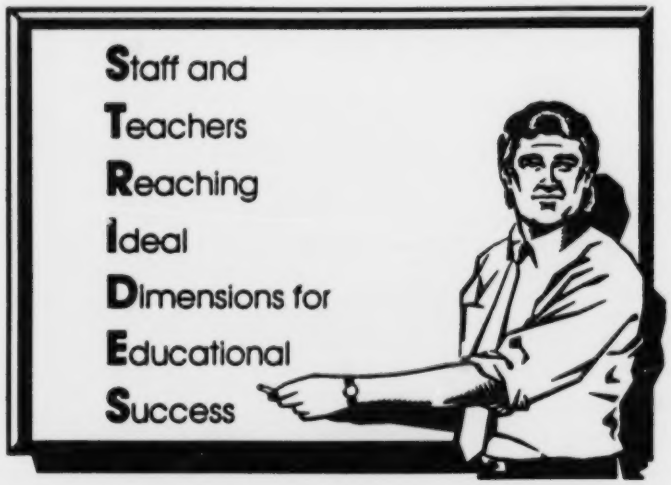
Dr. Anne Thompson
Director
..... 325-7917

Byron Brumfield
Assistant Director
..... 325-7919

Leslie Bethea
Graduate Assistant
..... 325-7919

Appendix C

Example of Faculty Newsletters



Ten Commandments of Faculty Responsibilities for Disability Access

By Jim Marks
University of Montana

I. **Thou shalt set and maintain academic standards of the highest quality.**

II. **Thou shalt recognize and embrace diversity in learning abilities by insuring each student's civil right to a fair chance in thy course.**

III. **Thou shalt endeavor to learn more about disability barriers, and then assist with the removal of those barriers whenever possible.**

IV. **Thou shalt freely converse with the student with a disability about his or her needs.**

V. **Thou shalt exercise thy right to require verification of disability from any student requesting an accommodation.**

VI. **Thou shalt refer all students with disabilities to Student Support Services at 325-3335 to receive support and services.**

VII. **Thou shalt test students with disabilities in such a way as to measure the student's ability rather than the disability.**

VIII. **Thou shalt allow into thy class adaptive devices such as tape recorders, spell checkers, computers, and auxiliary aids such as notetakers, readers, sign language interpreters, tutors, and scribes when a disability requires such usage.**

IX. **Thou shalt not single out students with disabilities for extraordinary treatment or evaluations without the consent of the student.**

X. **Thou shalt consult with the staff of Student Support Services when thou art uncertain what is reasonable.**

Reprinted with permission from the author and adopted for Mississippi State University services.

Are you keeping up with legal decisions by the courts that impact institutions of higher education based on the Americans with Disabilities Act (ADA) and Section 504 of the 1973 Rehabilitation Act?

These two legislative acts have far reaching implications for institutions of higher education and the courts continue to further define the law in legal decisions. Subpart E of Section 504 mandates that institutions of higher education be prepared to make appropriate academic adjustments and reasonable modifications to policies and practices so that students with disabilities may have full participation in the programs and activities that are available to nondisabled students.

This is what the law says:

- Legislation mandates that institutions of higher education must make modifications to academic requirements as necessary to ensure that such requirements do not discriminate against students with disabilities, or have the effect of excluding students solely on the basis of disability.

- For purposes of postsecondary education, classroom accommodations are referred to under the term *"appropriate academic adjustments"*. Nonacademic accommodations are referred to as *"modification of policies and procedures"*. *"Meaningful access"* has been provided if the individual with a disability is able to use, enjoy, or participate in programs and services to the same degree as nondisabled students.

- An institution may not impose rules or restrictions that have the effect of limiting participation of students with disabilities in educational programs or activities.

- This means that the evaluation of student performance, including course examinations and other measures of student achievement, must be provided with appropriate academic adjustments to insure that the evaluation represents the student's achievement in the course, rather than reflecting the impact of the student's disability.

- Accommodations to testing may include:
  - extended time on tests
  - readers
  - scribes
  - separate proctored settings
  - use of adaptive equipment

- Responsibility for making such accommodations can be handled by individual professors but the institution is responsible for assuring that appropriate testing accommodations are made for each student as needed.

- The institution is responsible for seeing that students with disabilities are not denied access to the benefits of, or subjected to discrimination under any program or activity because of the absence of auxiliary aids or services. Auxiliary aids or services include but are not limited to:
  - sign language interpreters
  - notetakers
  - television enlargers
  - taped text
  - readers
  - adaptive equipment

Court decisions based on the ADA and Section 504:

❒ **Barnes v. Converse College**

The court ruled that the institution could not deny accommodation because it might be expensive to provide. Cost alone cannot be used as a reason for refusing accommodations such as auxiliary aids and services.

❒ **Salvador v. Bell**

The court ruled that Roosevelt University was under no obligation to provide accommodation to a student with a learning disability in the absence of the student's self-identification, documentation of disability and request for accommodation.

❒ **United States v. Board of Trustees of the University of Alabama**

The court found that University of Alabama must pay for auxiliary aids and services for all students regardless of their status as regular students in degree-granting programs. When the Office of Civil Rights was called in to investigate this complaint, it found the university in noncompliance in several other instances and ordered the school to provide remedies to all instances not only those cited in the initial complaint.

❒ **Dinsmore v. University of California at Berkley**

A professor refused to allow extended time on math tests to a student with a learning disability (dyscalculia). The student had provided appropriate documentation of the need for the accommodation to the Office for Disability Services and that office, the department chairperson, and all higher administrative units supported the student's request. The Office for Civil Rights found the institution to be in violation of Section 504 and ordered the institution to develop a mechanism to assure that no single individual through his/her actions, could put the institution in the position of violating a students' rights by denying accommodation.

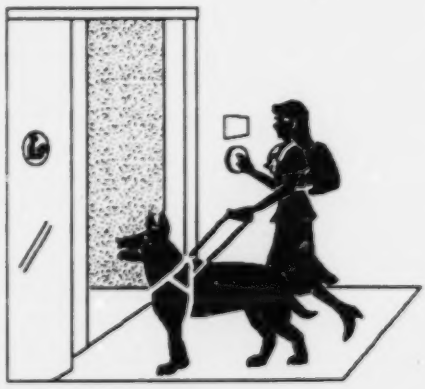
The student also filed a civil suit against the faculty member for abridgement of his civil rights and the court accepted the case. The case was settled out of court in an undisclosed settlement. This court case established the precedent for holding an individual liable.

❒ **City University of New York**

The court ruled that City University of New York did not have to waive a mathematics course for a student with a learning disability so long as the university can demonstrate that such requirements are essential to the program of instruction.

❒ **Case Western University**

A recent (January 1994) edition of the Chronicle of Higher Education reported that a court in Ohio ruled that Case Western University had to admit a blind woman to its medical school. The court found that Case Western had relied on "biased and uninformed opinions of admissions committee members" in its decision to reject the applicant with blindness.



Did you know that in 1990 there were 140,000 full-time entering freshmen with disabilities enrolled in 3,100 institutions of higher education? This increase in the number of college students with disabilities is expected to continue. MSU has 175 students with disabilities enrolled in the 1994 spring semester.

STRIDES is published for the faculty and staff of Mississippi State University by the Career Development Project, Department of Counselor Education and Educational Psychology, Mississippi State University. Funding for this document was made available through a grant from the Department of Education, Postsecondary Education Programs for Individuals with Disabilities.

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The Career Development Project
Department of Counselor Education and Educational Psychology
13 Montgomery Hall (Campus Mail) or
Drawer GE
Mississippi State, MS 39762

What do faculty, staff, and administrators need to know about the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act?

What are some of the precedent setting case laws on record since the issuance of these regulations?

STRIDES provides information on recent court cases involving postsecondary institutions.

STRIDES
A newsletter for faculty, staff, and administrators of Mississippi State University.
Spring 1994

Appendix D

Referred Articles in National Journals

Self-Perceived Job Search Skills of College Students With Disabilities

Anne R. Thompson
Katherine Dooley Dickey

College students with disabilities from 16 universities in eight states responded to a survey of self-perceived job search skills. Results indicated that students with disabilities could not describe how the Americans With Disabilities Act protects them in their employment search. Additionally, they were not confident of their ability to disclose their disability to an employer. College students with disabilities had more work experience than was reported in previous studies of similar individuals. Four factors that positively influenced the self-perceptions of students with disabilities were (a) satisfied with college major, (b) knew what kind of job to look for upon graduation, (c) had paid work experience, and (d) had an acquired disability.

The enrollment of college students with disabilities has increased on campuses across the nation. In 1992, according to HEATH Resources (1992), there were 140,000 full-time entering freshmen with disabilities enrolled in 3,100 institutions of higher education. College students with disabilities have been motivated to pursue a college degree by the fact that a degree increases their marketability (Louis Harris and Associates, Inc., 1986). In addition, Brown (1990) forecasted that one third of the jobs in the new century will be filled by college graduates. Because of advances in technology, many of these new positions will be filled by persons with disabilities.

Historically, persons with disabilities have been denied access to jobs because of discriminatory employment practices and procedures based on negative attitudes toward persons with disabilities (Douglas, 1992; Kilbury, Benshoff, & Rubin, 1992; Satcher, 1992). The passage of the Americans With Disabilities Act (ADA; 1990) P.L. 101-336 has led to changes in discriminatory employment practices toward persons with disabilities.

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opportunities in the employment process.

The number of new employment opportunities that the ADA will provide depends not only on enforcement of the law but also on how energetically persons with disabilities pursue their employment options (McDonough, 1992). According to the ADA, employers have the right to hire job applicants who are best qualified, but they cannot discriminate in the hiring process on the basis of an applicant's disability. Although the ADA provides equal opportunities for employment, in today's limited labor market the applicants who will get the jobs will be ones who demonstrate that they are the most qualified for the position (Clements, 1992; Wilson, 1990).

With the new ADA guidelines, employers may now believe that they are on the defensive and that they must exercise caution to ensure that the questions they ask during the job interview comply with the law (Minton, 1992). The employer may assume a low profile in the interview and can raise no questions of the applicant about disabilities. These regulations put new responsibilities on the job seeker with a disability to assume a leadership role in the job interview (Anthony, 1992; Major, 1992; Minton, 1992).

Because employers are not allowed to ask questions about an applicant's disability, it becomes the responsibility of job seekers to discuss disability-related information with an emphasis on their abilities and skills (Anthony, 1992). For example, job seekers with disabilities can focus on the problem-solving skills they have developed as a result of coping with the impact of a physical or mental condition on their daily lives. The ability to discuss disability-related information positively can indicate to a potential employer that job applicants have both adjusted to their disability and developed personal strength (Anthony, 1992; McDonough, 1992).

Major (1992) reported that job applicants with disabilities have many responsibilities in the job interview. They should be aware of the accommodations that will enable them to perform the duties of the job and discuss them in a nonthreatening manner with employers. Job applicants with disabilities may further improve their marketability by informing the employer of the tax benefits available for hiring a person with a disability. Furthermore, job applicants with disabilities should assume the responsibility for ensuring that the job interview proceeds positively. This can be accomplished by demonstrating to the potential employer their ability to negotiate relevant employment issues openly and directly.

Minton (1992) suggested that barriers to effective communication may be present when employers are uncomfortable interviewing a person with a disability. Therefore, job applicants can help avert these negative reactions by discussing job-related facts about their disability. In addition, Minton (1992) indicated that job seekers may need to tell or demonstrate

to an employer how their disability could be overcome in the workplace. Major (1992) also stated that job applicants with disabilities need to be prepared for situational interview questions and use their responses to indicate the unique skills that their disability has helped them to develop. Furthermore, job applicants with disabilities will need to emphasize the match between the company's needs and their professional skills.

McDonough (1992) indicated that job seekers with disabilities need a clear understanding of how the ADA provides access to jobs and prohibits discrimination in the hiring process. Because this act is not affirmative action legislation, individuals with disabilities must be able to present themselves as the best qualified person for the job. Anthony (1992) stated that job seekers with disabilities can have a positive interaction with interviewers when they are aware of their civil rights, know their skills, and know the specific job accommodation they need.

For college graduates with disabilities to be able to accomplish objectives that are important in the job search, a clear sense of self is also necessary (Major, 1992; Thompson & Hutto, 1992; Witt, 1992). Furthermore, Anthony (1992) stated that self-awareness is essential for job seekers with disabilities to identify the skills they possess and how they function best in work environments. Self-awareness enables job seekers with disabilities to appear capable and confident in the interview process. Rabby and Crost (1989) found that self-evaluation was the most important task for persons with disabilities in their career search.

Although increasing numbers of individuals with disabilities are completing a college degree, few studies have been conducted to determine the impact of a college degree on employment opportunities for college graduates with disabilities (Frank, Karst, & Boles, 1989). Frank et al. (1989) conducted a study at one university of graduates from 1980 to 1985 and determined that 65% of the graduates with disabilities were employed as compared with 89% of the nondisabled graduates. In addition, the graduates with disabilities who were employed received lower salaries and searched for employment longer than did the nondisabled graduates. The lack of previous work experience and inadequate job search skills were thought to be the major factors in unemployment for college graduates with disabilities.

DeLoach, Sparger, and Pullen (1988) conducted a survey of graduates with disabilities and reported that 61% were employed, and 39% were either unemployed or continuing their education. In addition, college graduates with disabilities were not as optimistic about achieving their career goals as were their nondisabled peers (Babbit & Burbach, 1990; Schriner & Roessler, 1990). Wall and Culhane (1991) found that only 70% of college graduates with disabilities believed that they would find employment.

Researchers noted the importance of transition services for college graduates with disabilities (DeLoach et al., 1988; Frank et al., 1989). The

authors stressed the need for specific counseling for college graduates with disabilities that would teach them job search skills, which would enable them to find competitive employment.

Steffy, Shaw, and Noe (1989) conducted a longitudinal study of the job search behaviors of nondisabled individuals and their relation to employment outcomes. The authors observed that self-confidence and perceived self-efficacy of the job applicant in the job search were the most consistent predictors of successful employment for nondisabled individuals. Career counselors were surveyed to determine the skills that are critical to the job search (Helwig, Hiatt, & Vidales, 1989). The results of this study demonstrated the importance of students' completing a self-assessment of their job search skills and abilities. In addition, Helwig et al. (1989) noted that the ability to prepare and participate positively in the job interview and the ability to communicate ones' skills to the employer were critical to successful job acquisition.

In addition, several studies reported the critical need for research that addressed the transition needs of college students with disabilities (Babbit & Burbach, 1990; Benshoff, Kroeger, & Scalia, 1990; Frank et al., 1989). Babbit and Burbach (1990) also called for more research that focused on the job acquisition needs of college students with disabilities. Benshoff et al. (1990) conducted a study of career maturity issues for college students with disabilities and determined a need for additional research into factors involved in the job search for students with disabilities.

The job search is a critical time for all job seekers, but even more crucial for the applicant with a disability; because of the high rates of unemployment for persons with disabilities, enhancement of job search skills is necessary for college students with disabilities who are approaching graduation. Little empirical evidence exists regarding the perceived abilities of college students with disabilities to succeed in the transition from campus to employment. The purpose of this study was to investigate the self-perceived job search skills of college students with disabilities. The study provided information needed to develop training techniques to be used by counselors who provide transition services to college students with disabilities. A large investment of state and federal funds has made higher education possible for persons with disabilities, and it is essential that graduates receive the continued transition services needed to make a successful entry into employment.

METHOD

Participants

The participants in this study were college students with disabilities who were enrolled in 16 universities located in eight states (Southeast, South-

west, Midwest) of the United States. The students volunteered to complete a questionnaire distributed by the campus support services. The number of questionnaires distributed by the participating institutions was 375, and 245 usable responses were returned, for a response rate of 65.3%.

Instrumentation

The instrument used in this study was a questionnaire developed to measure in behavioral terms the self-perceptions that college students with disabilities have about their job search skills. The instrument yielded a Cronbach's coefficient alpha of .92. A demographic survey was also distributed that included 17 demographic items.

The questionnaire consisted of 20 items that surveyed the self-perceptions of job search skills believed to be important for college students with disabilities. These job acquisition skills included the ability to (a) prepare a resume and a cover letter that focus on the applicant's strengths and abilities; (b) communicate clearly and effectively with a potential employer; (c) use posture and language that convey alertness and ability; (d) make arrangements for accessible housing and transportation in a new employment location; (e) describe job accommodations needs; (f) decide where, when, and how to disclose a disability; (g) discuss medical insurance and benefits; (h) use a job description to tell an employer how the applicant can do the job; and (i) use the ADA to the job applicant's advantage in the job search. Each item stated a specific competency in behavioral terms identified as important to the job search. The students were asked to rate each item in terms of their perceptions of ability to perform the skill: 1 = *definitely need skill training*, 2 = *probably need skill improvement*, 3 = *am not sure*, 4 = *can probably do this skill*, and 5 = *can definitely do this skill.*

Procedure

Directors of student support services at 16 universities located in eight states agreed to cooperate in the study and were mailed a packet containing questionnaires, instructions, and a stamped self-addressed mailer to return the completed surveys. The directors were asked to solicit volunteers to complete the questionnaires from students who sought services.

Descriptive analyses were performed on the data and reported using frequencies and percentages for each of the independent variables and mean and standard deviation scores for each of the dependent variables. The independent variables were (a) classification in college, (b) age, (c) sex, (d) marital status, (e) race, (f) type of disability, (g) whether disability was congenital or acquired, and (h) age acquired. The independent variables also included nine questions that called for a yes or no response. These variables were (a) received career counseling, (b) client of vocational

rehabilitation (VR), (c) currently receiving funds from VR, (d) selected a college major, (e) satisfied with college major, (f) know kind of job to look for upon graduation, (g) currently working for pay, (h) previously worked for pay, and (i) anticipate working after graduation. The scores on self-perceived job search skills served as the dependent variables.

A factor analysis of the dependent variables was conducted to determine whether the items could be reduced into a set of related factors. A series of stepwise multiple regression analyses was performed on the data to identify any independent variables that accounted for a statistically significant amount of variance in each of the five identified factors. A .05 alpha level of statistical significance was set for the regression analysis.

RESULTS

The students who participated in the study classified themselves in college as graduates (10.6%), seniors (31.4%), juniors (20.8%), sophomores (15.9%), and freshmen (21.2%). The mean age was 25.6 years, and the most frequently reported age was 19 years. There were 140 (57%) men who participated in the study and 105 (43%) women. Most students reported that they were Caucasian (90.2%). Students with a learning disability constituted 40% of the total of types of reported disabilities. Table 1 summarizes types of disabilities.

Among the students, 151 (61.6%) listed their disability as congenital, and 94 (38.4%) reported that their disability was acquired. The number and the percentages of further demographic responses are presented in Table 2.

The mean ratings and standard deviations on the 20 self-perceptions of skills in job acquisition are presented in Table 3. The table of means are provided in rank order from the highest mean score to the lowest mean score. In all of the cases, the total number of responses was 245.

A factor analysis of the questionnaire data was conducted to determine whether the items could be reduced into a set of related factors. Factor analysis is an appropriate method of condensing and summarizing information contained in many variables. Hair, Anderson, and Tatham (1987) indicated that a factor analysis was an appropriate method to reduce variables when there were "four to five times as many observations" (p. 239) as variables. In this instance, the sample exceeds the recommended minimal number of observations. Factor loading of at least +.14 is recommended for the .05 level of significance when the sample size is more than 200 (Hair, Anderson, & Tatham, 1987).

A rotated factor matrix (varimax rotation) produced five factors labeled (a) skills in communication with an employer, (b) preparation for the job search, (c) appearance in the interview, (d) ability to make business arrangements, and (e) legislation important to persons with disabilities.

TABLE 1

Type of Disability

Disability	N	%
Learning Disability	98	40.0
Spinal Cord Injury	36	14.7
Blind/Visual Impairment	32	13.1
Other	21	8.6
Progressive Neuromuscular	14	5.7
Deaf/Hearing Impairment	12	4.9
Traumatic Brain Injury	11	4.5
Psychiatric Disability	10	4.1
Cerebral Palsy	8	3.3
Epilepsy	3	1.1
Total	245	100.0

TABLE 2

Demographic Information

	N			%		
Question Asked	No	Yes	No Answer	No	Yes	No Answer
Received career counseling	126	119		51.4	48.6	
Vocational rehabilitation client	99	146		40.4	59.6	
Received vocational rehabilitation funds	114	131		46.5	53.5	
Selected a college major	26	219		10.6	89.4	
Satisfied with selected major	26	187	32	10.6	76.3	13.1
Know what kind of job to look for	75	170		30.6	69.4	
Currently working for pay	183	60	2	74.7	24.5	.8
Have previously worked for pay	39	146	60	15.9	59.6	24.5
Anticipated working when graduate	6	238	1	2.4	97.1	.4

TABLE 3

Self Perception of Skills in Job Acquisition Ordered by Mean Response

Question	I Can:	M	SD
5	Dress to look professional	4.63	.85
6	Use eye contact in interview	4.44	.92
7	Maintain interview posture	4.43	.90
14	Listen carefully and accurately	4.35	.96
19	Make travel arrangements	4.33	1.07
9	Use proper English grammar	4.32	.94
11	Describe myself with focus on skills	4.07	1.01
8	Use job description	4.05	1.00
16	Describe accommodation needs	4.02	1.08
10	Organize and communicate thoughts	4.01	.98
13	Answer open-ended questions	4.00	1.00
18	Obtain housing/transportation	3.94	1.24
12	Tell skills developed from disability	3.93	1.08
3	Present strengths on telephone	3.89	1.11
1	Prepare a resume	3.68	1.39
4	Decide how, when, where to disclose	3.66	1.18
2	Prepare a cover letter	3.55	1.40
15	Discuss medical insurance/benefits	3.51	1.31
20	Describe how ADA protects	2.73	1.41
17	Tell employer about tax credits	2.42	1.30

Table 4 presents the original items from the questionnaire and their factor loading. The items are presented from highest to lowest loading in each of the five factors. An item was included in a factor if its loading for that factor exceeded a .50 eigenvalue.

A series of stepwise multiple regression analyses was performed to identify any independent variables that accounted for a statistically significant amount of the variance in each of the five identified factors. The stepwise multiple regression analysis on the factor communication skills produced a multiple $R = .257$ and $R^2 = .066$, $F(2, 205) = 7.25$, $p = .001$. In skills in communication, 6.61% of the total variability was accounted for by two of the independent variables: (a) congenial disability or acquired disability and (b) know what kind of job to look for upon graduation. The variable of acquired or congenital disability accounted for 3.06% of the variance in this factor, and the variable of knowing what kind of job

TABLE 4

Factors Analyses of Questionnaire Items

Item	I Can	Loading
Factor 1: Skills in Communication With an Employer		
11	Describe myself with focus on things I can do	0.75
13	Answer open-ended questions	0.74
10	Organize and communicate my thoughts	0.69
12	Tell employer skills developed from disability	0.68
14	Listen carefully and accurately	0.68
16	Describe my job accommodation needs	0.65
4	Decide where, when, and how to disclose disability	0.53
15	Talk about medical insurance and benefits	0.52
Factor 2: Preparation for the Job Search		
2	Prepare a cover letter	0.88
1	Prepare resume to introduce skills	0.86
3	Present strengths in telephone interview	0.59
8	Use a job description to tell how to do job	0.59
Factor 3: Appearance in the Job Interview		
7	Maintain interview posture conveys alertness	0.82
6	Use eye contact to convey attention	0.78
5	Dress to look professional	0.73
9	Use proper English grammar	0.54
Factor 4: Ability to Make Business Arrangements		
19	Make necessary travel arrangements	0.84
18	Obtain housing and transportation	0.83
Factor 5: Legislation Important to Persons With Disabilities		
20	Describe Americans With Disabilities Act	0.84
17	Tell a potential employer about tax credits	0.82

to look for accounted for another 3.55% of the variability to equal the total 6.61%. The analysis indicated that there was no statistically significant relationship between any of the independent variables and the two factors called "preparations for the job interview" and "appearance in the job interview."

The independent variables of currently working for pay and previously worked for pay were combined into one variable and entered as paid work experience. The factor of ability to make business arrangements had a multiple $R = .155$ and $R^2 = .024$, $F(1, 206) = 5.10$, $p = .025$. The analysis indicated that 2.4% of the total variance in ability to make business arrangements was explained by paid work experience.

The analysis of the factor of ability to describe important legislation revealed a multiple $R = .295$ and $R^2 = .087$, $F(3, 204) = 6.50$, $p = .0003$. Examination of the analysis indicated that of the total variance, 8.72% of the variability was accounted for by three of the independent variables:

(a) satisfaction with college major (5.11%), (b) know what kind of job to look for upon graduation (1.86%), and (c) participant's type of disability (1.75%).

DISCUSSION

Overall, the students rated their ability to perform job search skills as relatively high. Of the 20 items, 18 had a mean rating higher than 3.5 on the 1 to 5 scale. The students rated their abilities the lowest on telling an employer about tax credits for hiring a person with a disability and describing how the ADA protects people with disabilities who are seeking employment. In fact, most students gave themselves the lowest rating (definitely need skill training) on how the ADA protects people with disabilities who are seeking employment. The review of the literature indicated that it was essential for job seekers with disabilities to have a good working knowledge of the important legislative acts that were designed to benefit their entry into the world of work.

The college students with disabilities who participated in this study reported that they were uncertain about disability disclosure issues in the job search. These students were not sure that they knew how, when, or where to tell a potential employer about their disability. Their perception of their skills in preparation for the job search such as writing a resume and cover letter were only moderately endorsed. The students were uncertain whether they could conduct a telephone interview appropriately (mean rating 3.89). Locating housing and transportation in a new employment location ($M = 3.94$) was also perceived with uncertainty by the students.

Other communication skills in the job interview were perceived by the students as skills they had acquired. The students gave their highest ratings to the abilities that related to appearance in the job interview. The students believed that they could maintain a posture that conveyed alertness, use eye contact, and dress professionally for a job interview. Most of the students in the study were seniors in college. Classification in college did not account for a significant amount of the variance in any of the five factors. The mean age (25.6 years) of the students supported previous studies that indicated that college students with disabilities were older than were traditional college students. Age did not account for a significant amount of the variance in any of the five factors, nor did sex account for a significant amount of variability. The fact that 90% of the students were Caucasian added support to other studies that indicated that minorities with disabilities were underrepresented in postsecondary education. Because of the small sample of minorities in this study, race was not a factor in any of the results.

The students indicated that 47% had received career counseling, but this variable did not account for a significant amount of the variance in any factor. Although 60% of the students were clients of VR and 54% were receiving VR funds, VR status did not account for a significant amount of the variability. The literature indicated that clients of VR had more success in finding a job, but these students did not perceive their job search skills differently from students who were not VR clients.

The results indicated that 198 (84.3%) of the college students with disabilities either had worked or were working for pay. This large number of individuals with disabilities with paid work experience is not consistent with previous research. The variable of paid work experience accounted for a statistically significant amount of the variability in ability to make business arrangements. Finally, 97% of the students indicated that they anticipated working when they graduated from college.

CONCLUSION

The results of this study provided new information on the work experience of college students with disabilities. The number of students who reported that they had paid work experience was considerably higher than was true in previous studies of employment of persons with disabilities. Because the students in this study had paid work experience, college students with disabilities may differ from the overall population of individuals with disabilities. Therefore, previous research on persons with disabilities may not be generally applicable to college students with disabilities.

The students' lack of familiarity with the ADA is interesting, because this legislation began with consumer involvement for equal employment rights. It is somewhat disturbing that these students with disabilities are not aware of how the ADA protects their rights in their search for employment.

Finally, the analyses indicated that being a client of VR or having participated in career counseling accounted for none of the variability in the factors. This result may indicate that students are not receiving specific job acquisition skills training from their VR counselors or from their campus career services counselors. With the investment that VR has made into the careers of those who are clients and receiving funds for a higher education, it is essential also to provide necessary job acquisition skills training.

The variables in this study accounted for a minimal amount of the variance in the factors in the study. Even in the factors in which a statistically significant amount of variability was accounted for, the percentage of total variability was small. Future research should include other vari-

ables that might account for differences in perceptions of job acquisition skills of college students with disabilities.

Interpretation of the results of this study may be limited by the use of an accessible population rather than a random sample. Nevertheless, on the basis of the results of this study, it seems imperative that training programs be implemented to provide VR counselors and career services personnel with the expertise they need to ensure that college students with disabilities receive comprehensive training in job acquisition skills. These job acquisition skills should emphasize (a) instruction in the ADA, (b) advice on disability disclosure that best promotes job opportunities, and (c) expertise in the preparation of resumes and cover letters that introduce skills and abilities.

In summary, this was an exploratory study in an area that had not been previously researched. Therefore, further studies are indicated in job search skills of college students with disabilities. In addition, more research is needed to determine the actual employment outcomes of college graduates with disabilities.

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Attitudes Toward Israeli War Veterans With Disabilities: Combat Versus Noncombat Military Service and Responsibility for the Disabilit

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In this study, the authors attempted to identify the sources of the generally highly p evaluations that Israeli veterans with disabilities receive. In addition, the authors ass how the attribution of responsibility for the disability might influence the relation be disability framework and attitudes toward persons with disabilities. The results of the indicated that only veterans who were responsible for disabilities that were incurred combat received statistically significant and more positive evaluations.

Although negative attitudes and stereotypes are usually the conc theory and research in the area of prejudice and discrimination, we on an exceptionally positive attitude and stereotype. Studies of att toward persons with disabilities suggest that the attribution of e dinarily positive qualities to such a person may be a defensive p motivated by covert prejudice. Thus, one of the subscales of Sille Siller, Vann, Ferguson, & Holland, 1967) Disability Factor Scale (D is called "Authoritarian Virtuousness." This subscale consists of positive characterizations of persons with disabilities. Correlatio tween this subscale and the other more conventional measures of att indicate that individuals who express authoritarian virtuousness als to endorse explicitly negative statements about persons with a dis (Siller, Vann, Ferguson, & Holland, 1967). Beatrice Wright (1983) us neutral term *anormalization* when referring to the tendency to view son with a disability as exceptionally different from persons witho

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An Employment Counseling Model for College Graduates with Severe Disabilities: A Timely Intervention

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Severely disabled individuals are seeking college degrees in greater numbers due to recent legislation making campuses and classrooms accessible, but access to higher education is not sufficient to guarantee a successful employment outcome. This paper presents a model that targets the unique job search concerns of college students with visible disabilities and utilizes assessment and individualized planning to implement appropriate intervention strategies. The model may be adapted to other campuses, using graduate internships, without additional budgeting.

The number of college graduates with severe disabilities is rapidly increasing due to the required accessibility of college campuses and classrooms and the availability of vocational rehabilitation funding for post secondary education (Frank, Karst, & Boles, 1989). Hippolitus (cited in Frank et al., 1989) reported an increase from 2.6% in 1978 to 7.4% in 1985 of college freshmen with disabilities. This trend is expected to continue, with increasing numbers of college graduates with disabilities ready to enter the competitive job search. These students anticipate finding appropriate employment that will enable them to become contributing members of society. Since predictions indicate that more jobs in the future will require a higher education level, college graduates with disabilities can provide a ready supply of applicants for tomorrow's workforce (Brown, 1990).

However, Frank et al. (1989) reported that the job search for the graduate with disabilities requires a longer period of time and that the unemployment rate is higher than for the non-disabled graduate. These problems may be further intensified by the reported tight labor market facing all recent college graduates (Dodge, 90). The transition from school to work presents unique problems for persons who need special arrangements for transportation and housing and who require assistive devices in their employment setting (Frank et al., 1989; McCarthy, 1986.) Students with disabilities face greater expenses in living than the nondisabled; McLoughlin (1982) states that specialized equipment and alterations to cars, homes and household equipment increase the cost of living for persons with disabilities. Therefore, students with disabilities need employment that will provide resources that will offset the loss of state and federal income benefits.

Other important transition issues which need to be addressed in preparing students with disabilities for professional careers include establishing high performance expectations for students, increasing the independence of students (Martin, 1983), and exploring students' concerns about their future employment. McCarthy (1986) reported that students with disabilities viewed their own personal deficits as their greatest barrier to successful employment. A survey conducted by Schriner & Roessler (1990) revealed that students with disabilities expressed a high rate of concern about their satisfaction with future employment. Students with disabilities feel unsure about the future and believe the college campus could provide more services including employment counseling (Penn, 1980).

All persons need educational opportunities to help them prepare for the employment interview and to practice good communication skills (Atkins, 1989). People with visible disabilities engaged in the search for employment must possess not only the necessary job skills, but also the ability to create a positive image with potential employers and to demonstrate expertise in impressing the employment decision-makers (Tagalakis, 1988). Students with disabilities, therefore, are in greater need of career counseling services to meet their special requirements (Babbitt & Burbach, 1990; Benshoff, Kroeger & Scalia, 1990; DeLoach, 1989; Evenson & Evenson 1983). Evenson & Evenson (1983) stated that students evaluated an individual personalized format of career counseling as the most helpful format.

Under the Americans with Disabilities Act, employers may not discriminate against qualified individuals with vocational disabilities in the job application procedures or in the hiring process. This Act also requires employers to provide reasonable job accommodations to meet the needs of employees with vocational disabilities. This includes making facilities accessible, job restructuring and modifying or acquiring special equipment. Therefore, college graduates with dis-

abilities have the right to equal opportunities to pursue the professional careers for which they are qualified.

State vocational rehabilitation agencies have been the primary investors of time and money for the college education of these individuals. Continuous planning is needed to assure the achievement of the long term career goals for these college graduates with vocational disabilities (Evenson & Evenson 1983). The purpose of this paper is to present an employment counseling model implemented on one state university campus to assist college students with disabilities in the transition from college graduation into employment.

Selection and Assessment

The twelve students who agreed to participate in this model at a state university were severely disabled with visible disabilities. They required accessible environments, transportation, adaptive equipment, and technology in the pursuit of their professional careers. The students were either visually impaired or orthopedically impaired, two of the largest categories of primary disabilities of persons enrolled in 4-year college courses (Fairweather & Shaver, 1990). Initially the participants completed an intake assessment inventory to target their individual needs for successful competition in the job search. Their assessment inventories revealed the following concerns about the employment seeking process: (a) the ability to prepare a resume with a focus on their skills and strengths, (b) adequate self-presentation skills and communication skills, (c) the ability to demonstrate expertise in creating a positive impression with a potential employer, (d) the lack of previous work experience and of knowledge of the work world, (e) the effects of gainful employment on income benefits, (g) the ability to find accessible housing and transportation in a new employment location, and (h) knowledge of the legislation designed to benefit persons with disabilities.

Using the assessment information, the student and counselor worked together to prepare a formal, individualized plan which targeted the students' needs to be addressed, and designated the responsibilities and the homework assignments of the student. A time was established for one hour weekly sessions with the counselor, until all goals were met.

Counseling Strategies

In the weekly sessions, the students participated in individual counseling, role-played mock interviews, and practiced making favorable impressions on a potential employer by learning disability reduction techniques. Students with vocational disabilities were taught ways to reduce the negative impact that their disability might have on a potential employer. The students learned how to talk about their disability in a positive way with a focus on their abilities. They practiced planning answers to interview questions that targeted their strengths. The students were advised to solve their transportation and living arrangements before the job interview, and thereby, present themselves as ready to go to work.

Homework assignments included the preparation of resumes and cover letters with a focus on abilities and skills. Homework was evaluated and revised in the weekly sessions with the counselor. Students were counseled about options in disclosing their disability in their resumes and in the initial telephone interviews. The students discussed the following considerations for disclosing a visible disability before the interview: (a) to assure accessibility of the employment office, (b) to assure transportation upon arrival at an interview site, (c) to allow the employer to make provisions for the interview and (d) to allow the employer's knowledge of the Americans With Disabilities Act to help in some cases. Some of the reasons for not disclosing prior to the interview which the students discussed included: (a) resumes are sometimes used to delete candidates, (b) employer concerns over EEOC compliance may cause the employer to hesitate to keep the resume on file, and (c) the importance of making a first impression and letting the employer know what the students with disabilities can do.

Students with visual disabilities were made aware of special problems that might limit their effectiveness in an interview situation. They were taught how to maintain eye contact in casual and business settings. The counselor also checked for inappropriate mannerisms and gestures and encouraged students to listen carefully for changes in other persons' intonation. Students who needed refinement of orientation and mobility skills were referred to a specialist. Students who needed computer access technology were referred to sources of training. Students with visual impairments received advice on appropriate interview clothing. They were encouraged to ask a sighted person to check their clothing selection prior to leaving for the interview.

Students who use wheelchairs received advice about alterations for improved clothing fit while in the seated position. Persons who use wheelchairs also needed specific training in establishing eye contact and instruction in posture that conveys alertness and responsiveness. Students were advised of the benefits of using the campus career services to participate in additional interview training with video feedback, to obtain information about various potential employers, and to sign up for on-campus interviews.

Students were encouraged to seek student work while taking classes, were assisted in their campus job search, and were advised about their benefit income as it related to part time gainful employment. The benefits of student work experience were pointed out as the opportunity to: (a) present their resumes, (b) participate in a job interview, (c) acquire experience and references for post-graduation employment, (d) gain knowledge of the work world, (e) enjoy further integration with the nondisabled student population, and (f) enhance their self-esteem. Students were guided in the investigation of possible internships and cooperative education programs in their areas of study.

The students were made aware that the Americans with Disabilities Act was designed to benefit persons with disabilities.A workshop was conducted to familiarize the students with their rights under this new legislation.

The counselor assisted the student in planning alternative strategies in the event suitable employment was not obtained upon graduation. Such strategies included the investigation of the advantages of relocating to large metropolitan areas which offer a greater variety of possible job opportunities in technol-

ogy related employment. Relocation plans included contacting Independent Living for assistance with housing and transportation and the transfer of Vocational Rehabilitation case files to assist in the continuing job search. Local civic organizations in metropolitan areas were contacted and made aware of these potential, well qualified employees and invited to assist in networking for possible job openings.

Implications for Practice and Application

This employment counseling model was developed and implemented by a master's degree rehabilitation counseling student to meet the internship requirement. No funds were used in carrying out the model. The model can be implemented on campuses where funding and staffing are not available by using the rehabilitation internship graduate students. The primary vehicle of the model was the one-on-one counseling format with the students. The model can be incorporated into the existing campus career offices as a cooperative project with the rehabilitation counseling department and the student support services office.

Conclusion

This model is especially timely with the increasing number of individuals with severe disabilities who are earning college degrees. The students stated that the personalized counseling format allowed for their maximum self-determination in goal setting and implementation of the plan. The students acknowledged that participation in the model enabled them to develop and polish communication skills, to increase their understanding of employment related factors, to maximize their personal resources, and to plan for long term career goals.

The need for such an intervention is clearly indicated by the reported longer period of time for these graduates to secure suitable employment, the higher rate of unemployment for college graduates with disabilities, and the tight labor market today. These new graduates anticipate appropriate employment that will enable them to become contributing members of society. This model provides a practical and expedient plan to assist students with disabilities in their transition from college to employment.

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Counseling College Students with Visual Impairments in Preparation for Employment

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Running head: COUNSELING COLLEGE STUDENTS FOR EMPLOYMENT

Abstract

The number of college students with disabilities is increasing; of this number, the largest percentage reports having a visual disability. Continued rehabilitation services are called for to assist these individuals in the problematic period of transition from university to employment. Students must be aware of the components of the Americans with Disabilities Act and be prepared to present themselves as the most qualified candidates in applying for positions. This article presents guidelines for counselors as they plan appropriate employment counseling strategies for college graduates with visual disabilities.

Counseling College Students with Visual Impairments in Preparation for Employment

Persons with disabilities are seeking a college education in increasing numbers. According to Heath Resources (1992), the percentage of full-time college freshmen who reported having a disability in 1978 was 2.6; by 1991 the percentage was 8.8, or almost one in 11 full-time freshmen reporting a disability. The most frequently listed disability among college students was visual impairment, constituting 25.2 percent of all freshmen with a disability.

Legislation (e.g., Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act [ADA] of 1990) has engendered greater interest in the career aspirations of college graduates with disabilities. Support services and accessibility on campuses have increased, resulting in better access to buildings, the provision of more sighted readers, larger computer screens, brailled or taped textbooks, and testing materials in alternative formats. New technology (Chavez, 1984; Wilson, 1992) has provided access to library materials, computers, and scanners. Educational efforts by consumers and by rehabilitation professionals have increased awareness in students and their parents of occupational and educational opportunities to develop abilities. Administrators have supported professors in their efforts to accommodate students with visual disabilities and have encouraged direct cooperation. These positive changes bolster the

expectations that the number of college attendees among persons with disabilities will continue to increase.

However, achieving quality professional employment does not automatically accrue to the college graduate with a disability. Several studies involving college graduates with disabilities included graduates with visual impairments. DeLoach, Sparger, and Pullen (1988) surveyed college graduates and found 61% of graduates with disabilities were employed. Even after considering possible bias in the response rate, the authors found that among their respondents with a disability both employment and mean salaries were lower than for the general population. Frank, Karst, and Boles (1989) found that when employment was obtained, the job search process required more time for the person with a disability and that a higher number remained unemployed. A study of professionally employed persons with visual impairments (McBroom, Tedder, & Haucke, 1989) found that approximately 97% of the group experienced difficulties during the beginning of their careers, including the transition from school to work.

Transition issues for persons with disabilities have been a prevalent and continuing rehabilitation concern for a number of years. Overall living expenses are greater for the person with a disability than for an able-bodied person (McLoughlin, 1982). Access to transportation on a route convenient to the worksite is another issue for the employee with a visual impairment. Living near public transportation departure points or in areas where they feel safe may elevate living expenses for a person with a visual disability. The issue of

disincentives to working must be addressed; it can be problematic to find employment which replaces the entitlement benefits received from the government, especially since salaries for persons with visual impairments are generally lower. The tight labor market makes it difficult for the person with a visual disability to find a job. Clements (1992) in USA Today describes the current labor market as the tightest in 30 years.

Vocational rehabilitation counselors in the field of blindness can have a significant role in augmenting the job acquisition process for persons with visual disabilities. The need for employment counseling for college graduates with disabilities is increasing as more youth in transition choose to pursue post-secondary education (Benshoff, Kroeger, & Scalia, 1990). However, counselors are more accustomed to working with clients who seek job placement following high school or workshop training. Vocational rehabilitation counselors for the blind have very little information conducive to formulating a career development plan for the college graduate with a visual disability. The field can benefit from knowledge of activities which facilitate counselors in preparing college graduates for competitive employment.

Rabby and Croft (1989) include a partial list of jobs currently being performed by blind persons. Among their 147 jobs are computer programmers, computer systems analysts, human services workers, management analysts, paralegals, and secondary school teachers, all of which were cited recently in the Bureau of Labor Statistics employment prospects as areas of greatest projected

growth for the years 1990-2005. These positions and one-third of the future jobs now require a college degree (Brown, 1990), and with accommodation can be effectively filled by persons with visual disabilities. The possibilities for employment commensurate with educational background for persons with visual disabilities have increased. Rehabilitation professionals must ensure that college graduates with visual disabilities also have developed employability skills. After interviewing 95 recruiters, Atkins and Kent (1988) concluded that good grammar and eye contact were important ingredients in the successful interview. Student applicants must develop good overall communication skills as a part of their employability skills in order to convey a positive image to potential employers (Atkins & Kent, 1989).

Skills needed to secure employment

Students with disabilities are often sensitive to discrimination in various forms when they perceive themselves as the target (Faddis & Long, 1988). However, they may fail to recognize their own behaviors and social skills deficits which negatively affect potential employers and co-workers. Rabby and Croft (1989) specify self-evaluation as the single most important activity of career exploration. Accurate self-knowledge is a first step in developing skills essential for successful interviews and job placement. Bina (1986) agreed that an emphasis on transition services and vocational and career placements translates to making social skills training a priority. Enactment of the ADA assures more avenues

through which blind or visually impaired persons can access competitive employment, but college graduates with visual disabilities must learn to present themselves in interviews as potential employees of the highest quality.

Employment counseling model

Training college students with visual disabilities to compete successfully in the job search process can be accomplished by utilizing an employment counseling approach involving the student and the counselor. The collaborative, individualized plan described delineates factors that influence employment outcomes and provides specific techniques to use in college and university settings when preparing students with visual disabilities for work. Individualized assessment and planning techniques aid students in determining transitional strategies for securing competitive labor market positions which are commensurate with their education and which encourage upward mobility (Thompson & Hutto, 1992).

In the initial discussions, the counselor and the student assess the career development needs of the student. The student completes a self-assessment form; the counselor notes communication skills and behaviors of the student which may enhance or hinder the student as a job applicant. A collaborative plan of skills development is formulated (Thompson & Hutto, 1992).

The focus of the second segment of the model is acquiring knowledge and skills basic to all job seekers who have a disability. An awareness about the ADA

is essential. The student must be prepared by knowing the components of the law and ways to educate potential employers regarding any accommodation needed. Employers may be hesitant to ask many questions of applicants with disabilities because of the statutory prohibitions of the ADA. Therefore, the applicant should be prepared to take a more assertive role in the interview (Major, 1992), informing the employer of compensatory skills developed which allow him or her to perform the job tasks.

Employers will be required to provide more detailed job descriptions, which the applicant with a disability should be prepared to analyze, commenting on ways their skills can meet the employer's needs. Under the ADA, the employer may ask applicants if they can perform the job duties; applicants may be asked to demonstrate how they would carry out the job tasks. Job applicants must present themselves as competent, equally qualified, socially adept, capable of putting others at ease, flexible, adaptable, able to compromise when necessary, and conversant about technology which will enable them to complete job-related tasks efficiently. Self-confidence and positive self-presentation skills are important in demonstrating one's abilities. Wall and Culhane (1990) stated that building these skills improves an individual's job interviewing techniques. Because open-ended, situational questions are becoming more common in the job interview (Anthony, 1992), graduates may desire to script their responses and rehearse with the counselor. This type question allows the person with a disability to frame a response focusing on the skills that their disability may have enabled them to

develop. A person with blindness frequently chooses to cite mental organization and planning skills, or computer knowledge gained as a result of using adaptive equipment.

The counselor should adopt an individualized approach at this point, aiding the student in specific training and practice in overcoming social or professional skills deficits noted in earlier phases. If inappropriate mannerisms or gestures have been noticed in sessions with the counselor (shredding paper, poor body posture or positioning, fidgeting, lack of eye contact), the student is made aware of the appropriate behavior. Refinement of mobility skills may be suggested; training on computer access technology may be arranged; advice on clothing suited to interviewing may be provided. Students may learn to listen for voice inflection and intonation of employers and co-workers, and may prepare to help co-workers assist them when needed at the work site. Mock interviews may be arranged during which the student can gather job information while practicing the use of functional language about the visual disability which enables people to understand the student's abilities.

Counselor assessments

Purposeful observation by rehabilitation counselors may indicate that college students with disabilities often fall into three broad categories in relation to self-efficacy and outcome expectations. The categories provide a structure for the intervention strategies planned in the final phase of the model. Efficacy

expectations relate to an individual's confidence in their ability to succeed in tasks; outcome expectations relate to the perceived benefits of personal effort in successful task completion (Mitchell, Brodwin, & Benoit, 1990). Vander Kolk (1989) found educational level, average intelligence, proper motivation, age, and previous work experience to be predictors of vocational success for persons with visual impairments. Self-efficacy and employability can be enhanced if counselors encourage achievement in schooling, world-of-work exposure (Vander Kolk, 1989), and early acquisition of work experience.

Students in a first category exhibit knowledge of the behaviors necessary for succeeding in college, such as utilizing good study habits, attending class regularly, keeping up with school work, making good grades. Moreover, the student seems reasonably confident that he or she has the ability to perform adequately in these areas. They tend to believe that their efforts and actions will result in the employment outcome they desire, that they will acquire a job. This type student has excellent potential for successful employment. Interventions which may enhance employability for these students are resume and cover letter development, interview skills, disability reduction skills, conducting informational interviews, practicing interviews, clothing advice, and training in maintaining eye contact.

A second category of students likewise knows what is needed for college success and course work completion and believes they possess the capabilities for performing those behavioral requirements. However, this type student does not

believe that they will be able to find appropriate employment upon receiving a college degree. They may say to the counselor that the tight labor market, accessibility needs, adaptive equipment needs, or employer attitudes toward persons with disabilities will lead to their unemployment or underemployment. Frequently, this student becomes an expert in staying in school and procrastinates in pursuing a real job search. Students in this category benefit from contact with role models, mentoring programs, informational interviews, contacts with the employment community, student work, part time work, and volunteer work.

Students in a final category believe that a college education will lead to a good job and that they have the ability to succeed in college. They are generally unaware, however, of the behaviors essential to achieving success in college. They profess ignorance of study skills, of selecting a major, and of taking courses appropriate to the major. They may be the first generation in college and may lack family support in understanding the importance of higher education. Adjusting to blindness is an on-going process and some students may feel overwhelmed by the adjustments required for attending college; this situation may lead to extreme frustration, depression, and the desire to leave school. The intervention which would be of greatest benefit to these students is pre-college counseling. These students need greater access to additional tutoring, expansion of occupational choice awareness, structured study habits, task and time management, decision making skills development, more encouragement and support than students in the other groups, self-discovery opportunities, and social

support than students in the other groups, self-discovery opportunities, and social integration with non-disabled peers.

Conclusion

This approach to employability counseling promotes cooperation among university and vocational rehabilitation personnel. Vocational rehabilitation agencies invest considerable money in post-secondary education for visually impaired clients who choose to attend college. There is a corresponding investment in human capital. The number of students with visual impairments or blindness who desire a college degree will continue to rise. It is essential to ensure that the potentialities inherent in these human and monetary investments be realized in optimal professional career opportunities after graduation.

Career services and placement professionals may require specialized training as they begin to incorporate students with visual disabilities into their caseloads. An employability counseling intervention structured upon the model guidelines can inform and involve these professionals in effective service delivery. The employment counseling model offers a strategy to survey employment opportunities, to identify and provide needed skills training, and to implement an individualized plan to prepare the college student with a visual impairment for competitive employment. Collabora- tive services provided by rehabilitation counselors working with campus career and support services offices can assist

college graduates with visual impairments in the transition from college or university environments into careers which are rewarding and satisfying, assuring that these students' long range goals are accomplished.

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Appendix E

Self-Perceptions of Job Search Skills Questionnaire

Survey of Job Search Skills
Anne R. Thompson, Ph. D., C.R.C.
Mississippi State University

Your classification in school. (Circle number of your answer)

1. Freshman 2. Sophomore 3. Junior 4. Senior 5. Graduate

Present age:_____Years Gender:_____Male _____Female

Are you currently married? _____Yes _____No

Your racial or ethnic identification: _____

Which **one** of the following categories best describes your primary disability:
(Circle number of your answer)

1. Blind/Visually Impaired 2. Cerebral Palsy 3. Deaf/Hearing Impaired
4. Epilepsy 5. Learning Disabled 6. Progressive Neuromuscular
7. Psychiatric Disability 8. Spinal Cord Injury 9. Traumatic Brain Injury
10. Other:_____

Was your disability congenital_____ or acquired_____? If your disability was acquired, what was your age at the time of onset? _____Years

Have you received career counseling services? _____Yes____No

Are you a client of vocational rehabilitation? _____Yes____No

Are you currently receiving funds from vocational rehabilitation? ____Yes ____No

Have you selected a college major? _____Yes____No
If you answered Yes, are you satisfied with your major? _____Yes____No

Do you know what kind of a job you will look for when you graduate ____Yes____No

Are you currently working for pay? _____Yes____No
If you answered no, have you previously worked for pay? _____Yes____No

Do you anticipate working when you graduate? _____ Yes____No
If you answered No, please give brief reason why.

_____

Please rate yourself on the following statements using the scale listed below. Circle the number that most nearly matches your ability.

1 = I definitely need skill training.

2 = I probably need skill improvement.

3 = I am not sure.

4 = I can probably do this skill.

5 = I can definitely do this skill.

1.	I can prepare a brief and informative resume that introduces my skills and experience.	1 2 3 4 5
2.	I can prepare a cover letter that will encourage a potential employer to read my resume.	1 2 3 4 5
3.	I can present my strengths in an initial telephone job interview.	1 2 3 4 5
4.	I can decide where, when and how to disclose my disability to a potential employer that will promote the decision to hire.	1 2 3 4 5
5.	I can dress to look professional for a job interview.	1 2 3 4 5
6.	I can use eye contact in the job interview to indicate interest and attention.	1 2 3 4 5
7.	I can maintain interview posture that conveys poise, alertness and competence.	1 2 3 4 5
8.	I can use a job description to demonstrate or tell how I can perform the duties of a job.	1 2 3 4 5
9.	I can use proper English grammar.	1 2 3 4 5
10.	I can organize and communicate my thoughts clearly in a job interview.	1 2 3 4 5

Rating Scale:

1 = I definitely need skill training.

2 = I probably need skill improvement.

3 = I am not sure.

4 = I can probably do this skill.

5 = I can definitely do this skill.

11.	I can describe myself in a way that focuses on my work skills.	1 2 3 4 5
12.	I can tell a potential employer how my disability has enabled me to develop special skills.	1 2 3 4 5
13.	I can answer open-ended questions in the job interview to display my knowledge and abilities.	1 2 3 4 5
14.	I can listen carefully and accurately.	1 2 3 4 5
15.	I can talk with an employer about medical insurance and benefits.	1 2 3 4 5
16.	I can accurately describe my job accommodation needs to a potential employer.	1 2 3 4 5
17.	I can tell a potential employer about tax credits for hiring a person with a disability.	1 2 3 4 5
18.	I can obtain housing and transportation in a new employment environment.	1 2 3 4 5
19.	I can make necessary travel arrangements for myself.	1 2 3 4 5
20.	I can describe how the Americans With Disabilities Act, 1990 protects people with disabilities who are seeking employment.	1 2 3 4 5

Career Readiness Self-Assessment
by Anne R. Thompson, Ph.D., CRC
Mississippi State University

Your answers to the following questions will assist the staff to plan and provide career counseling and assistive technology training to promote your transition from college to employment. You may choose not to answer any of the questions. Your survey form will be precoded and your name will be kept confidential. This data may be used for research at a later date, but **at no time will your identity be disclosed.**

Your classification in school. (Circle number of your answer)
1. Freshman 2. Sophomore 3. Junior 4. Senior 5. Graduate
Present age:_____Years Gender:_____Male _____Female
Are you currently married? _____Yes _____No
Your racial or ethnic identification: _____

Which **one** of the following categories best describes your primary disability:
(Circle number of your answer)
1. Blind/Visually Impaired 2. Cerebral Palsy 3. Deaf/Hearing Impaired
4. Epilepsy 5. Learning Disablity 6. Progressive Neuromuscular
7. Psychiatric Disability 8. Spinal Cord Injury 9. Traumatic Brain Injury
10. Other:_____

Was your disability congenital_____ or acquired_____? If your disability was acquired, what was your age at the time of onset? _____Years

Have you received career counseling services? _____Yes____No

Are you a client of vocational rehabilitation? _____Yes____No

Are you currently receiving funds from vocational rehabilitation? ____Yes ____No

Have you selected a college major? _____Yes____No
If you answered Yes, are you satisfied with your major? _____Yes____No

Do you know what kind of a job you will look for when you graduate ____Yes____No

Are you currently working for pay? _____Yes____No
If you answered no, have you previously worked for pay? _____Yes____No

Do you anticipate working when you graduate? _____ Yes____No
If you answered No, please give brief reason why.

Please rate yourself on the following statements using the scale listed below. Circle the number that most nearly matches your ability.

1 = I definitely need skill training.

2 = I probably need skill improvement.

3 = I am not sure.

4 = I can probably do this skill.

5 = I can definitely do this skill.

1.	I can make an informed decision about my college major.	1 2 3 4 5
2.	I can determine appropriate job preferences that are available in my major.	1 2 3 4 5
3.	I can determine the entry level requirements in my job preference.	1 2 3 4 5
4.	I can determine the essential functions of my job preference.	1 2 3 4 5
5.	I can determine the assistive technology that is available and will increase my employment options.	1 2 3 4 5
6.	I can use the options that are available in purchasing necessary assistive technology.	1 2 3 4 5
7.	I can use a word processor for computer communication.	1 2 3 4 5
8.	I can prepare a brief and informative resume that introduces my skills and experience.	1 2 3 4 5
9.	I can prepare a cover letter that will encourage a potential employer to read my resume.	1 2 3 4 5
10.	I can present my strengths in an initial telephone job interview.	1 2 3 4 5

Rating Scale:

1 = I definitely need skill training.

2 = I probably need skill improvement.

3 = I am not sure.

4 = I can probably do this skill.

5 = I can definitely do this skill.

11.	I can decide where, when and how to disclose my disability to a potential employer that will promote the decision to hire.	1 2 3 4 5
12.	I can dress to look professional for a job interview.	1 2 3 4 5
13.	I can use eye contact in the job interview to indicate interest and attention.	1 2 3 4 5
14.	I can maintain interview posture that conveys poise, alertness and competence.	1 2 3 4 5
15.	I can use a job description to demonstrate or tell how I can perform the duties of a job.	1 2 3 4 5
16.	I can use proper English grammar.	1 2 3 4 5
17.	I can organize and communicate my thoughts clearly in a job interview.	1 2 3 4 5
18.	I can describe myself in a way that focuses on the things that I can do.	1 2 3 4 5
19.	I can tell a potential employer how my disability has enabled me to develop special skills.	1 2 3 4 5
20.	I can answer open-ended questions in the job interview to display my knowledge and abilities.	1 2 3 4 5
21.	I can listen carefully and accurately.	1 2 3 4 5

Rating Scale:

1 = I definitely need skill training.

2 = I probably need skill improvement.

3 = I am not sure.

4 = I can probably do this skill.

5 = I can definitely do this skill.

22.	I can talk with an employer about medical insurance and benefits.	1 2 3 4 5
23.	I can accurately describe my job accommodation needs to a potential employer.	1 2 3 4 5
24.	I can tell a potential employer about tax credits for hiring a person with a disability.	1 2 3 4 5
25.	I can obtain housing and transportation in a new employment environment.	1 2 3 4 5
26.	I can make necessary travel arrangements for myself.	1 2 3 4 5
27.	I can describe how the Americans With Disabilities Act, 1990 protects people with disabilities who are seeking employment.	1 2 3 4 5

Appendix F

Results of Study in Means and Standard Deviations

Table 5

Self-Perceptions of Skills in Job Acquisition

Question Can:	Mean	SD
Q 5-dress to look professional	4.63	.85
Q 6-use eye contact in interview	4.44	.92
Q 7-maintain interview posture	4.43	.90
Q 14-listen carefully and accurately	4.38	.96
Q 19-make travel arrangements	4.33	1.07
Q 9-use proper English grammar	4.32	.94
Q 11-describe myself with focus on skills	4.07	1.01
Q 8-use job description	4.05	1.00
Q 16-describe accommodation needs	4.02	1.08
Q 10-organize and communicate thoughts	4.01	.98
Q 13-answer open-ended questions	4.00	1.00
Q 18-obtain housing/transportation	3.94	1.24
Q 12-tell skills developed from disability	3.93	1.08
Q 3-present strengths on telephone	3.89	1.11
Q 1-prepare a résumé	3.68	1.39
Q 4-decide how, when, where to disclose	3.66	1.18
Q 2-prepare a cover letter	3.55	1.40
Q 15-discuss medical insurance/benefits	3.51	1.31
Q 20-describe how ADA protects	2.73	1.41
Q 17-tell employer about tax credits	2.42	1.30

Appendix G

Examples of Letters of Commendation For Gui 1e

The Graduate School and University Center
of the City University of New York

(212) 642-2942

Center for Advanced Study in Education
Graduate Center: 33 West 42 Street, New York, N.Y. 10036

May 17, 1994

Dr. Anne R. Thompson
Project Director
Career Development Project
Mississippi State University
Drawer GE
Mississippi State, MS 39762

Dear Anne,

Thank you ever so much for venturing to New York City to participate in the conference, "Visions and Opportunities for the Future: Providing Effective Career Development and Job Placement Services for Postsecondary Students with Disabilities" which was held on May 5th and 6th, 1994.

After speaking with you and reading the Employment Guide that you kindly shipped to us, it was clear that the information and procedures, developed at Mississippi State University under the auspices of an OSERS Grant would be extremely valuable to those providing career services and disability services in New York State colleges. We appreciate all of the research that underlies the development of the Employment Guide, and value its comprehensiveness and ease of use. Thank you again for arranging for us to have 150 copies for the KITS.

We are quite fortunate that you agreed to participate in the conference. Your presentation was extraordinary and even surpassed our high expectations. The material you presented was on target, well-organized and complete. In addition, the delivery was perfect for the audience. Everyone would have enjoyed an opportunity to talk to you at greater length.

We appreciate the kind remarks that you made about our project at CUNY and the information that we have collected. However, without your project and others like it, there would be little organized information in the field of career development for students with disabilities and our KIT would not have the potential to influence the career development process for students with disabiilities.

Admittedly, when Linda Leach suggested that we contact you about making a presentation at the conference, we were doubtful that you could make such a trek. We are so glad that we had the "hutzpah" (a New York term) to contact you and to invite you. We are most fortunate to have had the opportunity to work with you.

We also appreciate your sharing the expenses with us. As is often the case, we are trying to do more than originally conceptualized.

We hope that you will be able to come to our up-state conference and meetings to be held in Syracuse, New York in October, 1994.

We look forward to speaking with you again.

Cordially,

Bonnie Judy

Margaret Nuzum Judith Fagin

cc: Ms. Sara Conlon

Vocational Rehabilitation
A Division of the Nebraska Department of Education

5143 South 48th Street
Lincoln, Nebraska 68516-2299
Telephone (402) 471-3231 V/TT

May 27, 1994

Ann Thompson, Project Director
Career Development Project
Dept. of Counseling, Education & Educational Psychology
Post Office Drawer G-E
Mississippi State University
Mississippi State, Mississippi 39762

Dear Ann:

It was a pleasure talking with you on the phone the other day. We very impressed with your booklet entitled "Employment Guide for College Students with Disabilities". As you know, we are an agency who specifically work with persons with disabilities and we would find this guide to be extremely helpful for the students that we are working with. We are making an effort to work very closely with high schools who have persons with disabilities in helping them to transition into some type of college or training program.

This book was easy to read, to the point and we really felt that it would be very helpful for our potential students as they begin to attend college and then later look for employment. I would appreciate receiving three copies of this handbook to use with our consumers in the Lincoln area.

I appreciate your being able to send these to me. Your project sounds like a very worthwhile one and one that is needed. Thank you.

Sincerely,

Diane Crouch

Diane Crouch
Counselor

DC/njd

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February 18, 1994

Anne R. Thompson, Ph.D, CRC
Mississippi State College
Department of Counselor Education
Drawer GE
Mississippi State, MS 39762

Dear Ms. Thompson:

Thank you for sending me a copy of the Employment Guide For College Students With Disabilities. The guide is a wonderful resource. The information is presented in a beautiful format that is easy to read and understand.

The Career Development Project has completed an invaluable guide for college students with disabilities that will be a great asset in an often difficult search.

Thanks again.

Sincerely,

S Grossman

Sandy Grossman, M.A., CRC
Counselor for Students
With Disabilities

SG/tm

THE OHIO STATE UNIVERSITY

Colleges of the Arts and Sciences
Career Services

05 Brown Hall
190 West 17th Avenue
Columbus, OH 43210-1369

Phone 614-292-7055
FAX 614-292-6303

7 March 1994

Dr. Anne R. Thompson
Project Director
The Career Development Project
Department of Counselor Education
Drawer GE
Mississippi State University
Mississippi State, Mississippi 39762

Dear Dr. Thompson:

I cannot thank you enough for responding to my CAPSNET message and taking the time to send me a copy of the Career Development Project's Employment Guide for College Students With Disabilities. Being new to CAPSNET, I was very impressed to see how quickly this kind of network can yield such wonderful results.

The Employment Guide is exactly what I was looking for, and I know that the OSU office of Disability Services would also find it extremely useful, not to mention disabled students themselves. Is it possible to order additional copies of the guide? If so, I would really like to pass the information on to others.

Thank you once again for your help.

Sincerely,

Margarita Nafpaktitis
Career Counselor for the Humanities

Harford Community College

401 Thomas Run Road • Bel Air, Maryland 21015-1698
410 • 836-4000 • 879-9870

May 13, 1994

Dr. Anne R. Thompson
Director, Career Development Project
Dept. of Counselor Education & Education Psychology
Drawer G-E
Mississippi State University, MS 39762

Dear Dr. Thompson:

It was a pleasure speaking with you last week about your Career Development Project Publication, Employment Guide for College Students With Disabilities. I very much look forward to making this booklet available individually to students with disabilities on our campus. It will also greatly assist me in planning a series of workshops in the fall on job search strategies.

With these purposes in mind, I would like to request 50 copies of the Employment Guide. Should your funding prove insufficient to fill this order, please do not hesitate in requesting payment from our office.

Thank you so much for your attention to this request.

Sincerely,

Pat Burton

Pat Burton
Career Counselor for Special Populations

PB/ch

University of Nebraska at Omaha

LD-CASE (Learning Disabilities - Community, Advocacy, Support, Employment and Education)
Division of Educational and Student Services
Omaha, Nebraska 68182-0348
(402) 554-3597

May 13, 1994

Dr. Anne Thompson
Career Development Project
PO Drawer GE
Mississippi State, Mississippi 39762

Dear Dr. Thompson

I am writing as a follow up to our phone conversation today. As the coordinator of the LD-CASE project (Learning Disabilities-- Community Advocacy, Support, Education and Employment) I was delighted to become aware of your projects' Employment Guide for Students with Disabilities. Our grant deals with transition for adults with learning disabilities and the professionals that assist them.

I feel this document will be a wonderful reference to provide to transition counselors and vocational rehabilitation staff throughout the state of Nebraska. The format and layout of the book is terrific! I very much appreciate your assistance in acquiring copies to disseminate. As per our discussion, I have made arrangements to have the postagage charged to us.

Thank you very much for your help and please accept our compliments for the fine job your project did on compiling this information in a very functional format.

Sincerely,

Peggy Wallert

Peggy Wallert
LD-CASE Project Coordinator

UNIVERSITY of DENVER

Career Center

April 25, 1994

Anne R. Thompson Ph.D.,CRC
Project Director
Mississippi State University
The Career Development Project
Department of Counselor Education
Drawer GE
Mississippi State, MS 39762

Dear Dr. Thompson:

Thank you so much for the complimentary copy of the EMPLOYMENT GUIDE FOR COLLEGE STUDENTS WITH DISABILITIES. We were especially able to share it with many people on Disability Awareness Day. It will be a great aid to our staff, students, and alumni.

Thank you for your generosity.

Sincerely,

Lynn A. Hoekstra
Career Library Coordinator

2050 E. Evans Ave., Denver, Colorado 80208 303-871-2150 FAX# 303-871-4335

The University of Denver is an equal opportunity/affirmative action institution.

Ball State University
Disabled Student Development

March 7, 1994

Dr. Anne R. Thompson
Department of Counselor Education
P.O. Drawer G E
Mississippi State, MS 39762

Dear Dr. Thompson:

Thank you for sending the copy of the Employment Guide for College Students With Disabilities. I was most impressed with the prompt reply to my request for the publication and equally impressed with the quality of the guide. I'm sure it will be most helpful as we work with our students to provide programming and instruction in this important area.

Thank you again for making this publication available and sharing it with others like myself!

Sincerely,

Michael D. McClure

Michael D. McClure
Program Assistant
Disabled Student Development

317-285-5293 Muncie, Indiana 47306-0835
TDD 285-2206

Appendix H

Intake Interview Questionnaire

Intake and Exit Interview Form

Your answers to the following questions will assist the staff to plan and provide career counseling and assistive technology training to promote your transition from college to employment. You may choose not to answer any of the questions. Your survey form will be precoded and your name will be kept confidential. This data may be used for research at a later date, but **at no time will your identity be disclosed.**

1. Type of Disability_____

2. Classification in College_____

3. Major_____

   If undecided, majors of interest_____

4. Job preferences in major_____

5. Entry level requirements in job preferences_____

6. Essential functions of job preferences_____

7. Do you know what assistive technology is available for you to perform the essential functions of your job preferences?

   ❑ Yes

   ❑ No

8. Are you currently using assistive technology for your academic work?

   ❑ Yes If yes, do you own your technology or use the technology available in the technology lab? ❑ Yes ❑ No

   ❑ No

9. Have you had a recent assistive technology evaluation?

   ❑ Yes

   ❑ No

   If yes, where_____

10. Are you aware of the national and state resources that can keep you informed about up-to-date information on technology-related issues, products, software, and accommodations?

    ❑ Yes

    ❑ No

11. Are you aware of options in purchasing necessary assistive technology?

❑ Yes

❑ No

12. Do wish to preregister for the course Career Planning and Assistive Technology?

❑ Yes

❑ No

If no, do you desire to participate in individualized career planning and assistive technology counseling?

❑ Yes

❑ No

13. Do you have computer skills?

❑ Yes

❑ No

14. Have you had career assessments such as Self-Directed Search, Strong Interest Inventory, Myers-Briggs Personality Type?

If yes, please list and approximate date assessment taken_____

15. Have you investigated co-op programs?

❑ Yes

❑ No

If yes, where_____

16. Have you investigated part-time work?

❑ Yes If yes, where_____

❑ No

Additional comments:

Appendix I

Presentations

PRESENTATIONS

Invited Conference Keynote Speaker

"An Employment Guide For College Students With Disabilities." City University of New York (CUNY) Training Conference, New York, NY: May, 1994.

"Meeting the Career Needs of College Students With Disabilities." City University of New York (CUNY) and State University of New York (SUNY) Upstate Training Conference, Syracuse, NY: October, 1994.

National Presentations

"Job Search Skills of College Students With Disabilities: A Survey". Association on Higher Education and Disability Conference, Columbus, OH: July 1994.

"College Students With Disabilities and their Needs In the Job Search". American Counseling Association, Minneapolis, MN: April 1994.

"ADA and a College Degree: Together It Makes A Difference". National Rehabilitation Association Training Conference, San Diego, CA: December, 1992.

"Employment Counseling With The Visually Impaired College Graduate." International Meeting of the Association For Education and Rehabilitation Of The Blind And Visually Impaired, Los Angeles, CA: July, 1992.

"Career Development Project". Seventh Annual Project Directors' Meeting, sponsored by the Secondary Transition Intervention Effectiveness Institute, Washington, D. C.: June, 1992.

"An Employment Counseling Model at a State University for College Students With Disabilities." American Association for Counseling and Development Annual Conference, Baltimore, MA: March, 1992.

"The College Graduate With Severe Disabilities Seeking Professional Employment: Two Case Studies Demonstrate The Challenge To Rehabilitation Counseling." National Rehabilitation Counseling Association Training Symposium. Birmingham, AL: February,1992.

State Presentations

"Choosing Transition Options for Students With Learning Disabilities: The Counselor 's Role", Mississippi Counseling Association, Jackson, MS: November 1994.

"Counselors and Advisors: Meeting the Needs of Students with Disabilities to be Prepared to Secure Employment." Mississippi Association for Educational Opportunities Placement Planning Conference, Tupelo, MS. April, 1994.

"Postsecondary Institutions Compliance with ADA and Section 504". Delta State University Faculty Meeting. Cleveland, MS: October, 1993.

"Individuals With Disabilities, Career Planning Counselors and Employers: Diversity in Building the Work Force in America". Mississippi Co-op & Placement Association, Jackson, MS: July 1993.

"Career Development Project". Mississippi Co-op & Placement Association, Jackson, MS: July 1992.

"A Model For Career Development For College Graduates With Visual Impairments". Vision Specialists Course, Research and Training Center For Blindness and Low Vision, Mississippi State, MS: June, 1992.

"What Do Students With Disabilities Need in Postsecondary Education". Mississippi Counseling Association, Jackson, MS: October 1992.

"Employment Related Issues For Persons With Disabilities." Oktibbeha County Support Group For Persons with Epilepsy, Mississippi State, MS: November, 1991.

Additional presentations to civic and business clubs in cities across the state.

Appendix J

Project Timeline

PROJECT TIMELINE

Goal 1: College students with disabilities will be better prepared to make a successful transition to employment through the development and implementation of a model career development program.

Objective 1.1: Expand the pilot program for career development with college students with disabilities.	Year I												Year II												Year III											
	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
S.1.11 Meet with advisory committee for recommendations		X																																		
S.1.12 Survey former and current students with disabilities	X	X																																		
S.1.13 Use recommendations to expand Career Dev. Project			X																																	
Objective 1.2: Implement career development model with college students with disabilities.																																				
S.1.21 Develop formal agreements with existing college and community programs		X	X	X																																
S.1.22 Identify students and provide career counseling				X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
S.1.23 Evaluate effectiveness of counseling services				X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0			
S.1.24 Plan, conduct, and evaluate student workshops						X			X						X					X						X			X						
S.1.25 Conduct follow-up studies											X	X											X	X									X	X		
S.1.26 Present evaluative data to advisory committee for review and recommendations						X			X			X			X			X			X			X			X			X			X		

PROJECT TIMELINE

Goal: College faculty, vocational rehabilitation personnel, career services personnel, secondary school personnel and employers will be better prepared to meet the transition needs of college students with disabilities.

Objective 2.1: College faculty will be better prepared to meet the career development needs of college students with disabilities.	Year I												Year II												Year III											
	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
S.2.11 Disseminate brochures to faculty					X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O			
S.2.12 Plan, conduct, and evaluate faculty workshops							X			X					X				X									X				X				
S.2.13 Develop videotape for new faculty orientation										X	X	X																								
S.2.14 Show video to new faculty												X												X												X
Objective 2.2: Provide information to secondary school personnel.																																				
S.2.21 Mail brochures to all secondary school counselors in Mississippi.					X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O		
S.2.22 Mail brochures to special ed. program developers					X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O		
S.2.23 Present at the MS Counseling Association Conference						X											X												X							
S.2.24 Present at the MS Council for Exceptional Children Conference							X											X												X						
Objective 2.3: Provide information and inservice training to rehab. counselors in MS.																																				
S.2.31 Mail brochures to all VR counselors in MS					X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O			

X=Specific O=Ongoing

PROJECT TIMELINE

Goal: College faculty, vocational rehabilitation personnel, career services personnel, secondary school personnel and employers will be better prepared to meet the transition needs of college students with disabilities.

Objective 2.5 (cont.)	Year I												Year II												Year III											
	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
S.2.54 Publicize project through all available media sources					X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O			
Objective 2.6: Employers will be better prepared to hire and manage students with disabilities.																																				
S.2.61 Develop cooperative agreements with employers					X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O			
S.2.62 Present at civic and professional meetings					X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O			
S.2.63 Write articles for publication in MS business journals													X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O			

X=Specific O=Ongoing

PROJECT TIMELINE

Goal: Informational and technical materials regarding career development for college students with disabilities will be developed and disseminated throughout Mississippi and nationally.

Objective 3.1: Develop informational and technical materials	Year I												Year II												Year III											
	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
S.3.11 Develop brochures				X																																
S.3.12 Develop faculty orientation videotape										X	X	X																								
S.3.13 Develop instructional handbooks:																																				
(a) ADA legislation						X																														
(b) Job seeking/retention									X						X																					
(c) Interviewing skills																																				
(d) Accessing community resources																			X																	
(e) Resume writing																											X									
(f) Managing stigma in the workplace																															X					
S.3.14 Develop training manual for training career placement personnel																				X																
S.3.15 Write monograph describing project activities																																		X	X	X
S.3.16 Write final report																																		X	X	X
Objective 3.2: Disseminate materials throughout Mississippi and nationally.																																				
S.3.21 Disseminate brochures as described in goals 1 and 2					X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
S.3.22 Disseminate handbooks						X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
S.3.23 Disseminate training manual																				X	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O

X=Specific O=Ongoing

PROJECT TIMELINE

Goal: Informational and technical materials regarding career development for college students with disabilities will be developed and disseminated throughout Mississippi and nationally.

Objective 3.2 (cont.)	Year I												Year II												Year III											
	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8	9	10	11	12	1	2	3	4	5	6	7	8
S.3.24 Disseminate final report																																				X
S.3.25 Write articles for professional publication																		X	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
S.3.26 Present at national professional meetings																												X	X	X	X	X	X			

X=Specific 0=Ongoing